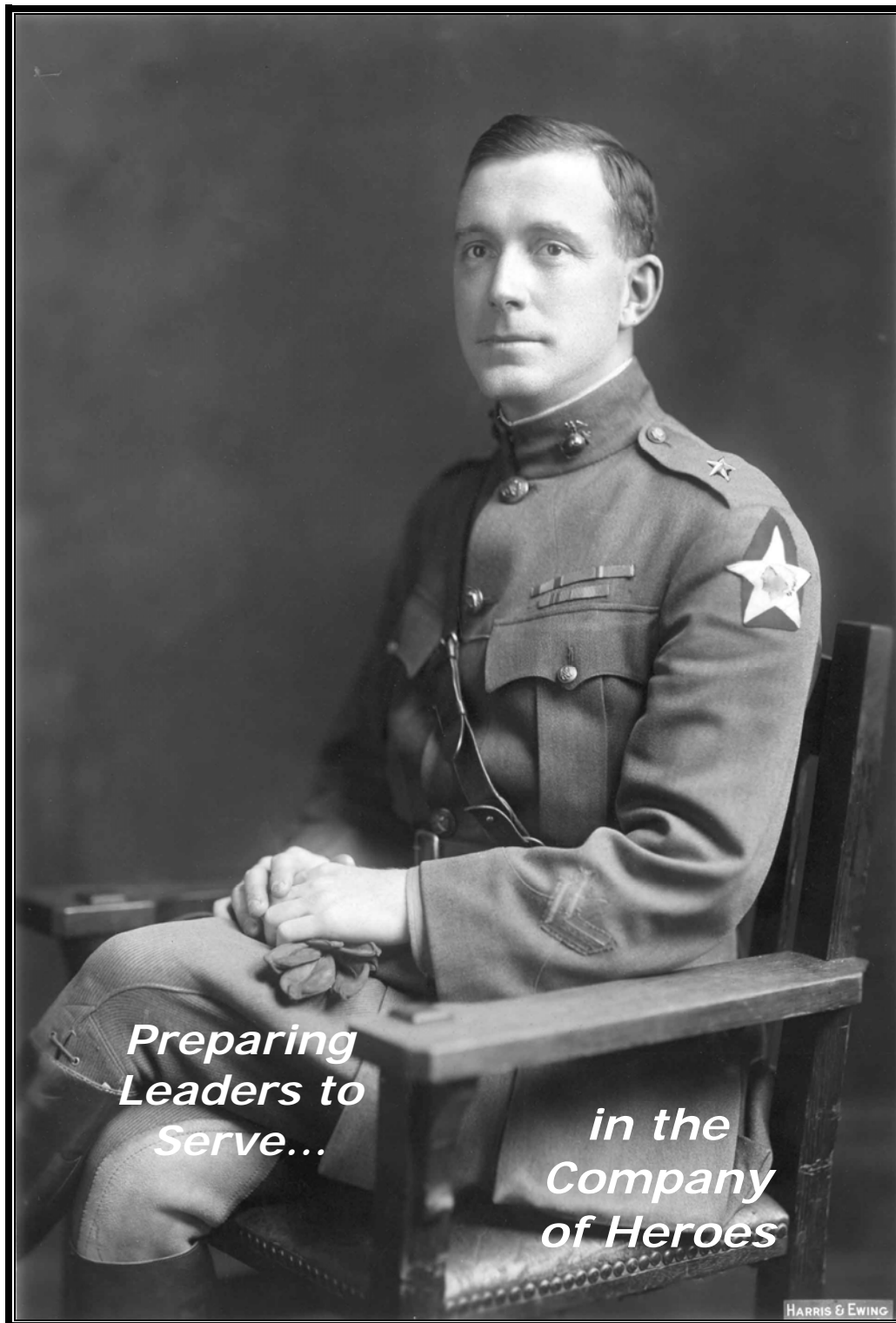


# U.S. Marine Corps University Catalog

## Academic Year 2006-2007



Brigadier General Robert H. Dunlap (1879-1931)



### **Cover:**

Brigadier General Robert Henry Dunlap was born in Washington DC in 1879 and commissioned 2<sup>nd</sup> Lieutenant in 1898. Before he was 23, he saw combat in Cuba, the Philippines, and China. After promotion to Captain and preliminary work on the Panama Canal in 1903, he served as an instructor in the newly-opened Marine Corps Schools in 1904. This was followed by service in Panama, Vera Cruz, Santo Domingo, and Haiti. During WWI he served on General Pershing's staff and commanded the 10<sup>th</sup> Regiment of Marines. He later commanded the 17<sup>th</sup> Field Artillery Regiment through the last days of the war in France and Germany. In 1922, he was sent to Peking to command the American Legation Guard and serve as Senior Commandant of the International Forces. In 1926, he formed the 11<sup>th</sup> Regiment in Quantico and left for Nicaragua. He was promoted to Brigadier General in 1929 and commanded the West Coast Base in San Diego. In 1930, he was attached to the U.S. Embassy in Paris and sailed to France with his wife. On a visit to the countryside, Brigadier General Dunlap witnessed a landslide that trapped a local woman in her house. Accompanied by the woman's husband, he went to the rescue but both men were buried by a second heavier landslide. The only survivor was the woman who had been protected by General Dunlap's body. He was buried in Arlington Cemetery in 1931 and posthumously awarded the French Legion of Honor in 1937.



<b>President's Welcome</b>	<b>Page</b>
<b>Preface</b>	iii
	iv

## **Introduction to Marine Corps University**

Academic Calendar	5
Campus Map	7
MCU Mission, Vision, Purpose Statements	8
Organizational Chart	10
University Policies	11
Academic Freedom	11
Faculty Participation in Academic Affairs	11
Entrance Requirements and Procedures	11
Student Rights and Responsibilities	12
Plagiarism	12
Equal Opportunity	13
Complaint Procedures	13
Academic Chairs and Chairholders	15
Faculty and Staff	19
Board of Visitors	22
MCU History	24

## **Marine Corps University Degree Programs**

Marine Corps War College – Master of Strategic Studies	27
Educational Objectives	27
Curriculum	28
Student Evaluation	31
Requirements	32
Admissions Policy	33

## **Marine Corps University Degree Programs (cont)**

School of Advanced Warfighting – Master of Operational Studies	34
Educational Objectives	34
Curriculum	36
Student Evaluation	37
Admissions Policy	39
Command and Staff College – Master of Military Studies/Diploma	41
Educational Objectives	42
Curriculum	43
Master of Military Studies Requirements	45
Student Evaluation	46
CSC Requirements	47
Admissions Policy	48

## **Marine Corps University Schools, Programs and Courses**

Expeditionary Warfare School	50
Educational Objectives	51
Curriculum	51
Student Evaluation	54
Admissions Policy	56
Enlisted Professional Military Education	57
Educational Objectives	57
Curriculum	57
Student Evaluation	59
School of MAGTF Logistics	62
Educational Objectives	62
Curriculum	62
Admissions	64
Compendium of Awards	65
Commanders' Program	68
Senior Leader Development Program	69

## **Academic Support**

International Programs	70
General Alfred M. Gray Research Center	71
Marine Corps History Division	74
Reference Section	74
Oral History	75
Editing and Design	75
National Museum of the Marine Corps	76
Marine Corps University Foundation	77
MCUF Officers and Trustees	78
General Graves B. Erskine Lecture Series	80

# A Message from the President



Welcome to the Marine Corps University! I am confident you will discover an institution dedicated to providing our students a relevant and top-quality education. The Training and Education Command, located here at Quantico, is the heart of the Marine comprehensive programs of education for all Marine Corps' training and educational efforts. The University supports these efforts with leaders and their colleagues throughout the globe.

As students, you will find the curricula to be challenging and rewarding. We will provide you opportunities to better your leadership skills, expand your warfighting knowledge, develop your ability to solve problems, and to share your experiences with fellow students from other specialties, services, agencies, and countries.

Our superbly qualified faculty and staff will enrich your time at Marine Corps University. Once you complete your course of instruction, we are confident you will have enhanced your leadership and problem-solving skills and be better prepared to handle the future challenges of an uncertain world.

Welcome aboard!

A handwritten signature in black ink that reads "Donald R. Gardner". The signature is fluid and cursive, with a long horizontal line extending from the end.

DONALD R. GARDNER  
Major General, U.S. Marine Corps (Retired)  
President, Marine Corps University



## **Preface**

The Marine Corps University (MCU) Catalog is an official publication of the Marine Corps University. Other documents and publications that include information on Marine Corps University are referenced throughout. This catalog serves as a source of information for students, faculty, and staff.

The MCU Catalog provides a brief description of the colleges, schools, programs, and educational support establishments that make up Marine Corps University. The University reserves the right to alter academic conditions such as the arrangement of courses and degree requirements. Other provisions affecting students may be changed as necessary.

This catalog and other information about MCU organizations and functions are available on the World Wide Web at the Marine Corps University Home Page:

[www.mcu.usmc.mil](http://www.mcu.usmc.mil)

### **MARINE CORPS UNIVERSITY**

2076 South Street  
Quantico, Virginia 22134

Marine Corps University is accredited by the  
Commission on Colleges  
of the Southern Association of Colleges and Schools  
1866 Southern Lane, Decatur, Georgia 30033-4097  
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# Marine Corps University

## Academic Calendar for 2006-2007

<b>Date</b>	<b>Event</b>
4 Jul 2006	<b><i>Independence Day Holiday</i></b>
5 Jul 2006	SAW Classes start
28 Jul 2006	One Stop Check In: MCWAR
31 Jul 2006	MCWAR Classes start
1-2 Aug 2006	One Stop Check-In: EWS, CSC
3 Aug 2006	EWS Classes start
3 Aug 2006	CSC Welcome Aboard/Admin Briefs
7 Aug 2006	CSC Classes start
8 Aug 2006	Convocation: Ellis Hall
9 Aug 2006	Sergeant's Course Begins (5-06) SNCOA
10 Aug 2006	Career Course (5-06) begins SNCOA
11 Aug 2006	Advance Course (5-06) begins SNCOA
11 Aug 2006	Family Picnic (EWS)
16 Aug 2006	Spouse's Day (CSC)
21 Aug 2006	Tactical Logistics Operations Course Begins (3-06) (SOML)
31 Aug 2006	President's Fall International Officers' Reception
1 Sep 2006	Tactical Logistics Operations Course Graduation (SOML)
4 Sep 2006	<b><i>Labor Day Holiday</i></b>
7 Sep 2006	Chancellorsville Staff Ride (CSC)
12 Sep 2006	Constitution Day Lecture: Justice Scalia/Ellis Hall
12-14 Sep 2006	Modern Day Marine Corps Expo, Lejeune Field
28 Sep 2006	Fall OFEC begins (EWS)
9 Oct 2006	<b><i>Columbus Day Holiday</i></b>
9-27 Oct 2006	TRANSCOM, STRATCOM, NORTHCOM, JFCOM Visits (MCWAR)
10-20 Oct 2006	Commanders Course, GRC
12 Oct 2006	Fall Erskine Lecture: Amb. Bolton/Ellis Hall
16-27 Oct 2006	Tactical Logistics Operations Course 1-07 (TLOC)
19 Oct 2006	Fall OFEC ends (EWS)
19-20 Oct 2006	Gettysburg Staff Ride (CSC)
29 Oct 2006	Marine Corps Marathon
4 Nov 2006	Birthday Ball - EWS
9-12 Nov 2006	Opening Ceremonies for Nat'l Museum of the Marine Corps
<b>10 Nov 2006</b>	<b><i>Veterans Day Holiday</i></b>
11 Nov 2006	Birthday Ball – CSC, SAW, MCWAR
<b>23-27 Nov 2006</b>	<b><i>Thanksgiving Day Holiday</i></b>
4-22 Dec 2006	Advanced Logistics Operations Course 1-07 (ALOC)
21 Dec 2006	Holiday Break (CSC, SAW, MCWAR)
22 Dec 2006	Holiday Break (EWS)
<b>25 Dec 2006</b>	<b><i>Christmas Day Holiday</i></b>



## 2007

<b>1</b>	<b>Jan</b>	<b>2007</b>	<b><i>New Year's Day Holiday</i></b>
3	Jan	2007	Classes Resume (CSC, SAW, MCWAR)
6	Jan	2007	Classes Resume (EWS)
<b>15</b>	<b>Jan</b>	<b>2007</b>	<b><i>M.L. King, Jr. Birthday Holiday</i></b>
<b>19</b>	<b>Feb</b>	<b>2007</b>	<b><i>President's Day Holiday</i></b>
26	Feb	2007	Spring OFEC Begins - MWTC/29 Palms (EWS)
26	Feb	2007	Advanced Logistics Operations Course 2-07 Begins (ALOC)
3-11	Mar	2007	Asia-Pacific Regional Studies Trip (MCWAR)
13-23	Mar	2007	Commanders Program (GRC)
16	Mar	2007	Advanced Logistics Operations Course 2-07 Ends (ALOC)
20	Mar	2007	Spring OFEC ends (EWS)
26-28	Mar	2007	New York (MCWAR)
2-13	Apr	2007	Tactical Logistics Operations Course 2-07 (TLOC)
9-13	Apr	2007	Eastern Cross MPF Planning Exercise (EWS)
16-26	Apr	2007	Eastern Cross Amphibious Exercise (EWS)
16-27	Apr	2007	JLASS Exercise, Maxwell AFB (MCWAR)
27	Apr	2007	EWS Mess Night
27-28	Apr	2007	Jim Thorpe Competition, Carlisle Barracks (MCWAR)
1-3	May	2007	Gettysburg Staff Ride (EWS)
10	May	2007	EWS Graduation Ceremony
19-27	May	2007	Europe/Africa Regional Studies (MCWAR)
<b>28</b>	<b>May</b>	<b>2007</b>	<b><i>Memorial Day Holiday</i></b>
6	June	2007	CSC, MCWAR, SAW Graduation Ceremony



# MCU Main Campus Quantico, Virginia



<b>2076</b>	<b>Breckinridge Hall – MCU HQ &amp; Command and Staff College</b>
<b>2048</b>	<b>Dunlap Hall – Marine Corps War College</b>
<b>2084</b>	<b>Battle Staff Training Facility</b>
<b>2082</b>	<b>Ellis Hall – Expeditionary Warfare Demonstrator</b>
<b>2085</b>	<b>Edson Hall – Command and Control Systems School</b>
<b>2040</b>	<b>Gen Alfred M. Gray Research Center (GRC)</b>
<b>3078</b>	<b>Staff Noncommissioned Officer Academy, Quantico</b>
<b>2041</b>	<b>Barrett Hall -- Training Command</b>
<b>3094</b>	<b>Security Cooperation Education and Training Center</b>
<b>3034</b>	<b>Museum Exhibit Fabrication Shop</b>
<b>3169</b>	<b>SNCOA Supply Warehouse</b>
<b>3064</b>	<b>SNCOA Career Course Barracks</b>
<b>3080</b>	<b>SNCOA Barracks</b>
<b>2077</b>	<b>Geiger Hall - Expeditionary Warfare School (Not Shown)</b>

# About the Marine Corps University

## **MCU MISSION STATEMENT**

Develop, deliver, and evaluate professional military education and training through resident and distant education programs in order to prepare leaders to meet the challenges of operational environments.

## **MCU VISION STATEMENT**

To parallel the excellence of our Corps with an educational institution that facilitates the continuing development of our leaders, skilled in the arts and sciences of war and capable of critical and creative thinking, sound judgment, and reasoned decision-making.

## **MCU STATEMENT OF PURPOSE**

As the Marine Corps proponent for professional military education, Marine Corps University develops the professional competence of Marines and other leaders. The University's curricula focus on development of leadership, warfighting, and staff operations skills. Graduates of its colleges and schools are prepared to perform in service, joint, interagency, and multinational environments at the tactical, operational, and strategic levels. The six goals of the University's 2004-2009 Strategic Plan support the statement of purpose.

### **GOAL 1 – Academic Programs**

MCU will develop and deliver accredited, certified, and/or recognized resident and distance PME programs, educationally challenging the student body and enabling its graduates to successfully perform subsequent assignments of increasing responsibility.

### **GOAL 2 – Institutional Research and Effectiveness**

MCU will develop timely and comprehensive techniques to accurately assess the effectiveness of MCU policies and programs, with special emphasis on educational programs and student learning.

### **GOAL 3 – Faculty Development and Enrichment**

MCU will build an organizational structure and supportive environment that promotes and fosters life long learning, faculty and professional staff development and personal enrichment.

### **GOAL 4 – Technology Resources**

MCU will increase the use of state of the art technologies as appropriate to maximize and integrate the educational opportunities in the most effective and efficient manner for the most students.

### **GOAL 5– Fiscal Resources**

MCU will secure sufficient fiscal resource allocations to ensure systematic and continuous improvement in and growth of the educational process.

### **GOAL 6 – Facilities Resources**

MCU will pursue every avenue and opportunity to expand and improve the facility resources required to promote the learning environment.

## Degree Programs

The Commission on Colleges of the Southern Association of Colleges and Schools has accredited the Marine Corps University to grant the following degrees:

Master of Strategic Studies	(Marine Corps War College)
Master of Military Studies	(Marine Corps Command and Staff College)
Master of Operational Studies	(School of Advanced Warfighting)

### Joint Professional Military Education (JPME) Phase I Accreditation

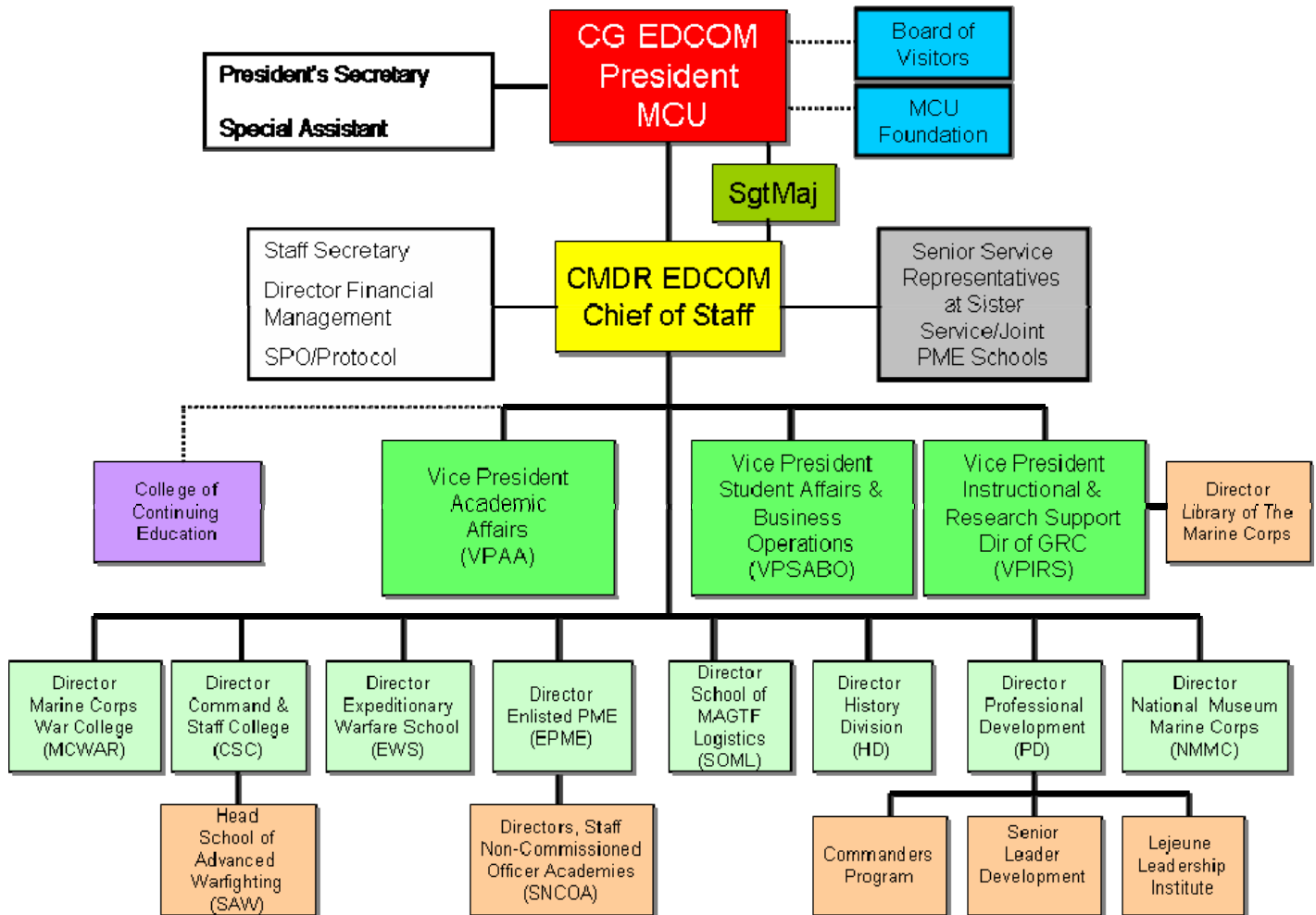
Command and Staff College and MCWAR are accredited by the Department of Defense through the Process for Accreditation of Joint Education (PAJE) from the Chairman of the Joint Chiefs of Staff (CJCS) as JPME Phase I courses. Each is measured against common criteria, six standards, and specific JPME learning areas and objectives as defined in the governing instruction, CJSCI 1800.01A/B, Officer PME Policy. The PAJE is guided by accepted civilian accreditation standards and practices tailored to the needs of the JPME system. MCWAR was last accredited as a Phase I course in 2000 and Command and Staff College in 2002.

### MCB Quantico

Marine Corps Base, Quantico is located off Interstate 95 in Virginia, 36 miles south of Washington D.C. and 20 miles north of Fredericksburg. Since its inception in 1917, Marine Corps Base, Quantico, has been the "frontline of innovation." Marine concepts, doctrine, training, and equipment of the future are initiated aboard the Base. The techniques of amphibious warfare, for which the Corps is renowned, were conceived and perfected here. As the focal point for professional military education, Quantico is known as "The Crossroads of the Marine Corps." Additional information about facilities and programs housed at Quantico is available on the website: [www.quantico.usmc.mil](http://www.quantico.usmc.mil)



# MCU Organization



# Marine Corps University Policies

## Academic Freedom

The following policies regarding academic freedom are described in more detail per MCU Policy Letter 8-03:

Academic freedom is essential to successful top-level education and is an institutional precept at the Marine Corps University. The University believes academic freedom for faculty and students is fundamental and essential. Without academic freedom, the uninhibited search for insight and knowledge is not possible. The effective amalgam of academic freedom and individual responsibility that flows from that freedom is embodied in the following principal elements:

- Freedom to teach, conduct research, and publish research findings.
- Freedom to discuss in a classroom any material relevant to the subject matter as provided in the course objectives.
- Freedom to seek changes in academic and institutional policies.
- Responsibility to pursue excellence, intellectual honesty, and objectivity in teaching.
- Responsibility to encourage faculty, students, and colleagues to engage in free discussion and inquiry.
- Responsibility to encourage and nurture innovative critical thinking, discussion, and writing concerning national security issues and the enhancement of the standing and credibility of professional military education.

## Faculty Participation in Academic Affairs

Marine Corps University offers a unique blend of training and educational experiences for those who attend its schools and colleges. Central to the development, conduct, assessment, revision, and adaptation of the curricula of these schools and colleges within the University are its faculty. Carefully selected because of their operational expertise or academic excellence, these military and civilian professionals are the collective “center of gravity” of the University. Within each of the University’s schools and colleges, they are the hub of all power and movement, on which everything depends. The faculty “owns” the curricula, and through a variety of processes within each school or college, the faculty are the primary engine through which MCU retains its curriculum standards, quality, and relevance.

## Entrance Requirements and Procedures

Individual college, school, and program admissions requirements can be found under their respective sections in this catalog. MCU upholds the highest standards in education with regards to its admissions policies for its three master’s degree programs. To be admitted to a MCU master’s degree program, a student must meet individual college and school admissions requirements, hold a regionally accredited undergraduate degree, and meet English proficiency requirements.

## **Student Rights and Responsibilities**

The following policies regarding academic freedom are described in more detail in per MCU Policy Letter 7-03:

### **Student Rights:**

- Right to be free from discrimination on the basis of race, gender, color, religion, and national origin.
- Right to open and free expression of thoughts and concepts in an environment of academic freedom.
- Right to ownership of appropriate intellectual property.
- Right to due process and/or request mast.
- Right to be free from sexual harassment.
- Right to submit a written complaint on University policies, procedures, or actions through the MCU Chain of Command.

### **Student Responsibilities:**

- Responsibility to abide by the academic policies and procedures of the University.
- Responsibility to respect the opinions of other students.
- Responsibility to prepare adequately for each class.
- Responsibility to perform student leadership duties as assigned by faculty and administrators.
- Responsibility to uphold academic integrity.
- Responsibility for U.S. military members to abide by the standards of the *Uniform Code of Military Justice*, and for non-U.S. military students to abide by appropriate department or agency rules, regulations, and standards of conduct.

## **Plagiarism**

The following policies regarding plagiarism will be followed at MCU per MCU Policy Letter 3-03:

All University faculty, staff, and students must be vigilant against plagiarism violations and immediately report instances to their respective school or college leadership.

Student works will consist primarily of the students' own thoughts and words, expressed in his/her phrasing.

When a writer uses ideas or wording that are not his or her own but presents them as if they were, he or she has committed plagiarism.

Instructors or faculty who believe they have detected plagiarism will request the convening of a Student Performance Evaluation Board (SPEB). If the Board determines that a student has committed plagiarism, that military member or government employee is liable to punitive action pursuant to the SPEB policy.

## **Equal Opportunity**

The following policies regarding equal opportunity will be followed at MCU per MCU Policy letter 4-99:

Equal Opportunity and fair treatment are readiness and leadership issues for all personnel of the Marine Corps University. Consistent with the concepts, principles, and objectives of the Marine Corps Equal Opportunity Program provided by the references, the following tenets shall be adhered to by all MCU personnel:

All military and civilian personnel shall be afforded an equal opportunity to succeed regardless of race, color, religion, sex or national origin, consistent with the law and regulations and requirements for physical and mental abilities.

Diversities in culture are characteristics that exist within the American society and at the Marine Corps. This diversity shall be recognized in ensuring that all personnel are assisted in attaining both their personal and professional goals.

Discriminatory practices against military or civilian personnel are not in keeping with equal opportunity policies set forth in the references. Such discriminatory practices negatively affect mission accomplishment and are not tolerated at this University.

## **Student Complaint Procedures**

The following policies regarding student evaluations and complaint procedures will be followed at MCU per MCU Policy Letter 5-03:

It is University policy to provide students with a procedure for questioning the application of any regulation, rule, requirement, or procedure as it applies to the individual student in his/her capacity as a student. It is the University's basic philosophy that student complaints should be settled as quickly as possible and at the lowest possible level.

- All students have the right to make a written or oral complaint without fear of coercion, harassment, intimidation, or reprisal from the University or its personnel; however, it should be understood that capricious charges made by a student against University personnel may make the student liable to charges under the Uniform Code of Military Justice or other action through appropriate federal statutes.
- Confidentiality shall be maintained in all proceedings in accordance with the provisions of the Privacy Act of 1974.



## **Complaint procedures (continued)**

The following steps shall be used in resolving complaints (detailed information on the policy and procedures is provided in Policy Memo 1-05 on the MCU Intranet):

**Step One.** The student shall first attempt to resolve a problem by speaking directly to their faculty advisor or instructor. This meeting should occur as soon as possible after the event occurs or issue arises but no later than 10 working days. Faculty advisors and instructors shall make every attempt to resolve the issue in question.

**Step Two.** If the student is not satisfied with the resolution of Step One, he or she may submit a written complaint to the deputy director of the school or college. The student should use the Student Complaint Form to identify the issue and desired outcome. This form must be submitted within five working days of the conclusion of Step One. The Student Complaint Form and any addendum must be signed and dated by the student.

**Step Three.** If the student is dissatisfied with the resolution of the issue after Step Two, he or she may appeal the decision to the school or college director. The student shall use the Student Complaint Form completed in Step 2 and submit it to the school director no later than five working days of the conclusion of Step Two. The director must meet with the student within three working days of receipt of the written complaint. If the appeal involves the awarding of a grade, the decision by the director is final.

**Step Four.** As a final recourse, the student may file a petition for review to the President, MCU. This action may be taken if the student disagrees with the decision of the school director or alleges serious abuse of discretionary authority. The President will not accept petitions pertaining to grade disputes. The Student Complaint Form, and any accompanying documents, will be used to submit the petition. The President will make every reasonable effort to decide on the petition within ten working days. In reaching a decision he may ask the other parties to make written replies to the petition. All parties will be notified of the final decision and the decision by the President will conclude the matter.

# Faculty Chairs and Chair holders

The MCU faculty is a unique blend of senior military officers and civilian professors. In addition to the permanent military faculty and Title X professors teaching at the University, thirteen Service/Agency/MCUF-sponsored Academic Chairs support MCU, providing expertise in military history, strategy, international relations, ethics and leadership, interagency operations, sister service operations, regional studies, terrorism, transformation, and the operational art of war.

## Service and Agency Academic Chairs

The **Central Intelligence Agency Chair** enhances the interaction and mutual understanding between the CIA and the future leaders of the Marine Corps and other military services with students at MCU. Additionally, the Chair provides increased understanding of CIA capabilities, missions and functions, and contributes to the formulation of joint and Marine Corps intelligence doctrine consistent with CIA and Intelligence Community interests. The Central Intelligence Agency Chair is maintained through a Memorandum of Agreement between MCU and the CIA.

**Mr. James Davis** continues as the **Central Intelligence Agency Chair** for the University for Academic Year 2006-2007.

The **Chairman of the Joint Chiefs of Staff Chair** maintains currency in the role of the CJCS and the Joint Staff in the formation and execution of instruction related to national security policy and strategy during peace and war. Additionally, the Chair provides assessments, as appropriate, on the preparation of officers for joint duty. The Chair participates in curriculum reviews and stays current on changes to joint doctrine, revision of joint policies and procedures or new legislative requirements. This Chair is mandated under provisions of the "Officer Professional Military Education Policy," 1 December 2000.

**Colonel Peter E. Curry** serves as the **Chairman of the Joint Chiefs Chair** and concurrently as **The LtGen Robert Eichelberger Army Chair**.

The **Chief of Staff of the Air Force General George C. Kenney Chair** provides an operational expert to liaise between Air Force officers assigned to the Marine Corps University and the various schools and colleges within the University. The Chair also interfaces with Sister Services to ensure the successful integration and application of Air Force doctrine and to enhance further understanding of the force enhancement/force multiplication capabilities of air and space power. The Chair serves as the senior mentor for the Air Force faculty members and students, ensuring they remain firmly connected with the Air Force while acting as air and space power ambassadors to their colleagues and classmates. The CSAF Chair is provided through an agreement between Headquarters, United States Air Force and the Marine Corps Combat Development Command.

**Colonel Robert J. Mahoney** serves as the **Chief of Staff of the Air Force General George C. Kenney Chair**.

The **Colonel Michael J. Godfrey Logistics Modernization Chair** develops initiatives for the professional military education of MCU students related to current logistics operations and emerging logistics concepts and strategies. The Chair serves in a non-resident capacity, advising curriculum developers, providing instruction, and serving as a military mentor for MCU students. In addition to faculty responsibilities, the Chair serves as a liaison between the Deputy Commandant, Installations and Logistics and Marine Corps University.

**Colonel James D. Turlip** serves as the **Colonel Michael J. Godfrey Logistics Modernization Chair**.

The **Department of State Chair** provides instruction in international affairs and foreign policy related curricula. Additionally, the Chair enhances interaction and mutual understanding between the State Department and the students and faculty and contributes to the understanding of the interagency process within the U. S. Government. The Department of State Chair is maintained through a Memorandum of Agreement between the University and the Department of State.

**Dr. Lindamarie Wald Koengeter** serves as the **Department of State Chair** for Academic Year 2006-2007.

The **LtGen Robert Eichelberger Army Chair** provides U. S. Army expertise to the Marine Corps University and acts as Military Faculty within the Marine Corps War College. The Chair is named for General Eichelberger who, as the Commanding General of Eighth Army in the Pacific Theater during WWII, led that great fighting unit to over 50 successful amphibious operations, resulting in that Field Army being dubbed, "Amphibious Eighth!" In addition to faculty duties, the Chair is the senior Army advisor to the President of the Marine Corps University. The Chair is provided by agreement between Headquarters, U.S. Army and the Marine Corps Combat Development Command.

**Colonel Peter E. Curry** serves as the **LtGen Robert Eichelberger Army Chair** concurrently as the **Chairman of the Joint Chief of Staff Chair**.

The **Special Forces Operations Chair** was created to prepare MCU students to be successful participants in the execution of National Military Strategy with regards to special operations. This Chair, in conjunction with corresponding emphasis in the University's curricula, helps ensure that Marine leaders and decision makers are fully prepared for the scope and complexity of special operations forces and their employment, as well as the capabilities and resources of the United States Special Operations Command (USSOCOM). The Special Operations Forces Chair is maintained through a Memorandum of Agreement between MCU and the USSOCOM.

**LTC Tony Abati** continues as the **Special Forces Operations Chair** for Academic Year 2006-2007.



## **The Marine Corps University Foundation (MCUF) supports the following chairs:**

The **Donald Bren Chair of Ethics and Leadership** provides a resident scholar who focuses on the moral and ethical aspects of war, military service, service to a free democratic society, and Just War Theory. The Chair incorporates professional military ethics into the varied curricula for all ranks within the Marine Corps' educational continuum and advises the MCU President on all matters relating to military ethics. The Marine Corps University Foundation maintains the Donald Bren Chairs through the donations of Mr. Donald Bren, a former Marine and Chairman of The Irvine Company.

**Dr. Paolo G. Tripodi** continues as the chair holder for the **Donald Bren Chair of Ethics and Leadership** for Academic Year 2006-2007.

The **Donald Bren Chair of Innovation and Transformation** provides the University a resident scholar possessing significant experience and knowledge in innovative thinking, process reengineering, technology insertion, and organizational reform. The Chair teaches an elective course at the Command and Staff College and frequently lectures throughout the University on a wide range of topics to include: Combat Operations, Combat Leadership, Views of the Commander, and other professional military education and leadership topics.

**LtGen Paul Van Riper (USMC Ret)** is the **Donald Bren Chair of Innovation and Transformation** for Academic Year 2006-2007

The **General Robert H. Barrow Distinguished Chair of Military Studies** provides Marine Corps University with a resident military historian, military practitioner, and strategic scholar. Established in July 2006, the Chair's primary teaching focus is an elective course at the Command and Staff College. As an experienced, retired Marine General Officer, the Chair is also engaged in various guest lectures, panels, and seminar opportunities throughout the University. The Chair's experience is drawn upon in many different areas, to include: Information Operations, Public Affairs, Combat Leadership, Role of the Advisor, Women in the Military, and extensive Vietnam and Desert Storm combat operations insights and lessons learned topics.

**BGen Thomas V. Draude, (USMC Ret)** serves as the inaugural **General Robert H. Barrow Distinguished Chair of Military Studies** for academic year 2006-2007.

The **Guy P. Wyser-Pratte Chair of French Studies** provides Marine Corps University with a non-resident expert and scholar in French Studies; to include the study of the language and economics, politics and culture of France as well as the former French colonies in Africa. The Chair will teach classes throughout the academic year at the Marine Corps University which address the above areas in concert with current curricula programs. Additionally, the Chair will be available for regionally focused instruction on Africa to deploying Operating Forces and supporting establishment commands.

**The Guy P. Wyser-Pratte Chair of French Studies**, established in June of 2006, is unfilled at the time of catalog publication.

**The Kim T. Adamson Chair of Insurgency and Terrorism** focuses on the theory and nature of terrorism and insurgency, terrorist organizations and ideologies, the political, economic, military, and psychological impacts of terrorist acts and insurgent tactics; and, the most effective means to combat terrorism and insurgencies. The Chair speaks at many of the schools/colleges within MCU and conducts an elective course at Command & Staff College. One or more times a year, the Chair visits external USMC forces or headquarters. The Chair writes for publication, participates in conferences, and otherwise represents the University in public discussion and debate on terrorism, counter-terrorism, and insurgency issues. Kim Adamson, a MCUF Trustee and Marine Reserve Chief Warrant Officer 5, funds this Chair because of her Marine, police, and civil judgeship experiences and keen interest in this topic.

**Dr. Christopher C. Harmon** continues to serve as the **Kim T. Adamson Chair of Insurgency and Terrorism** for Academic Year 2006-07.

The **Major General Matthew C. Horner Chair of Military Theory** is designed to provide MCU with a resident scholar of national or international repute with expertise in military history, national security affairs, international relations or the military art. In addition to serving on the faculty of MCU, the Chair is charged with conducting significant and scholarly research and completing a book during his/her tenure as the Horner Chair. The Marine Corps University Foundation funds the Horner Chair of Military Theory through the generous donation of Mr. and Mrs. Thomas Saunders in honor of Mrs. Saunders' father, the late General Matthew C. Horner.

**Dr. Edward O'Dowd (USA, Ret)** serves as the **Major General Matthew C. Horner Chair of Military Theory** for Academic Year 2006-07.



Major General Donald R. Gardner, President of MCU, announces that Dr. Jack Matthews is the first MCU educator to be awarded *Professor Emeritus* status.

# Faculty and Staff

## Terminally Degreed Faculty

- Dr. B. Bechtol**, *Associate Professor of International Relations, (CSC)*, Ph.D., Union Institute, M.A., Catholic University, M.M.S., Marine Corps University, B.S., Excelsior College.
- Dr. D. F. Bittner**, LtCol, USMCR (Ret.), *Professor of Military History (CSC)*, Ph.D., M.A., and B.S. Ed., University of Missouri.
- Dr. J. P. Cann**, Capt, USNR (Ret), *Professor of National Security Affairs (CSC)*, Ph.D., University of London; M.A., Georgetown University; M.B.A. & B.A., University of Virginia.
- Dr. R. L. DiNardo**, *Professor of National Security Affairs (CSC)*, M.Phil. & Ph.D., CUNY Graduate Center; B.A., Bernard Baruch College.
- Dr. J. W. Gordon**, Colonel, USMCR (Ret.), *Professor of National Security Affairs (CSC)*, Ph.D., & M.A., Duke University; B.A., The Citadel.
- Dr. C. C. Harmon**, *Kim T. Adamson Chair of Insurgency and Terrorism*, Ph.D. & M.A., Claremont Graduate School; B.A., Seattle University.
- Dr. M. H. Jacobsen**, *Professor of Military History (CSC)*, Ph.D. & M.A., University of California-Irvine; B.A., Reed College.
- Dr. C. Jaspardo**, *Assoc. Professor of National Security Affairs, (CSC)*, Ph.D., University of Kentucky; M.A., University of North Carolina-Chapel Hill; B.A., University of Vermont.
- Dr. W. R. Johnson**, Lt Col, USAF (Ret.), *Professor of Strategic Studies (CSC)*, Ph.D., Florida State University; M.S., Troy State University; B.A., Southwest Texas State University.
- Dr. Lindamarie Wald Koengeter**, *Department of State Chair*, Ph.D., Harvard University, M.A., The University of California (Santa Barbara); B.A., The University of North Dakota.
- Dr. C. D. McKenna**, LTC, USA (Ret), *CSC Dean of Academics*, Ph.D. & M.A., Duke University; B.S. United States Military Academy.
- Dr. N. Lambert**, *Associate Professor of Strategic Studies, (CSC)*, D.Phil, Worcester College, Oxford University, B.A. and M.A. Worcester College, Oxford University.
- Dr. B. J. Meyer**, *Professor of Military History (SAW)*, Ph.D. & M.A., Ohio State University; B.A., Cornell University.
- Dr. M. Moyar**, *Associate Professor of International Relations (CSC)*, Ph.D., Cambridge University; B.A., Harvard University.
- Dr. Edward C. O'Dowd**, *Major General Matthew C. Horner Chair of Military Theory*, Ph.D., Princeton University, M.A., Old Dominion University, B.A., The Citadel.
- Dr. W.G. Perett**, *Professor of Regional Studies (MCWAR)*, Ph.D. and M.A., Stanford University; B.A., Duke University.
- Dr. G. W. Rudd**, LTC, USA (Ret), *Professor of Strategic Studies (SAW)*, Ph.D. & M.A., Duke University; B.A., Virginia Polytechnic Institute.
- Dr. J. L. Strange**, *Professor of Strategic Studies (MCWAR)*, Ph.D., University of Maryland; M.A. & B.A., Mansfield University, Pennsylvania.
- Dr. D. Streusand**, *Associate Professor of International Relations (CSC)*, Ph.D. and M.A., University of Chicago, B.A. Duke University.

**Dr. C. A. Swanson**, LtCol USMCR (Ret), *Associate Dean of Academics (CSC)*, Ph.D., University of Maryland, College Park; M.A., University of San Diego; A.B., University of California at Berkeley.

**Dr. P. G. Tripodi**, *Donald Bren Chair of Ethics and Leadership*, Ph.D., Nottingham Trent University; M.A., University of Kent, United Kingdom; B.A., University of Messina, Italy.

## **MCU Staff**

### **President**

MajGen. Donald R. Gardner, USMC (Retired)

### **Chief of Staff**

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### **Vice President of Academic Affairs**

Dr. Jerre Wilson

### **Vice President for Student Services and Business Operations**

Col. Darrell Browning, USMC (Retired)

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Director, Gray Research Center

Dr. Kurt A. Sanftleben

### **Sergeant Major and Director EPME**

SgtMaj. Richard A. Hawkins, USMC

## **Program Directors**

### **Senior Leader Development Program**

MajGen. Donald R. Gardner, USMC (Retired)

### **Marine Corps War College**

Director, Col. Jeremiah D. “JD” Canty, USMC

Deputy Director, Dr. Mary W. “Mimi” Stout

### **Command and Staff College**

Director, Col. Thomas C. Greenwood, USMC

Deputy Director/Dean of Students, CDR Warren D. Lewis, USN

### **School of Advanced Warfighting**

Head, Col. Jerome E. Driscoll, USMC

Deputy Head, LtCol. Christopher I. Woodbridge, USMC



**Expeditionary Warfare School**

Director, Col. Joseph L. Osterman, USMC

Deputy Director, LtCol. Brian Wilhoite, USMC

**School of MAGTF Logistics**

Director, LtCol. Mark M. Walter, USMC

**Commanders Program**

Director, Maj. Paul Greatsinger, USMC

**History Division**

Director, Mr. Richard Camp

**National Museum of the Marine Corps**

Director, Ms. Lin Ezell



## **Board of Visitors appointed by the Secretary of the Navy**

The Marine Corps University Board of Visitors was established when Congress provided a provision in the 1995 Defense Authorization Act for an advisory board for the University. The Board of Visitors meets semiannually to provide assistance and recommendations to the Marine Corps University President. The by-laws of the MCU Board of Visitors mandate it “serve as the advisory committee to the Commanding General, MCCDC to assist him in serving as the Governing Board for the University.”

**Dr. Ronald K. Lingle (Chair)**

PhD (Higher Education Administration)  
President, Coastal Carolina Community College  
Jacksonville, North Carolina

**Dr. Maureen A. Hartford (Chair Elect)**

Ed.D. (Higher Education Administration)  
President, Meredith College  
Raleigh, North Carolina

**Dr. Ernesto Ramirez, Jr. (Past Chair)**

PhD (Higher Education Administration)  
Retired Administrator  
Maricopa Community College District  
Tempe, Arizona

**Dr. Susan R. Hatfield (Secretary)**

PhD (Speech Communication)  
Coordinator of Assessment, Winona State University  
Winona, Minnesota

**BGen Clara L. Adams-Ender, USA (Ret.)**

MSN (University of Minnesota)  
MMAS (U.S. Army Command & General Staff College)  
President/CEO, CAPE Associates, Inc.  
Lake Ridge, Virginia

**Dr. Sidney C. Adkins**

Ed.D. (Counseling Psych & Admin of Higher Education)  
Managing Director  
Conway and Greenwood Executive Search Consultants, Inc.  
Raleigh, North Carolina

**Dr. George A. Baker III**

Ed.D. (Education Administration)  
Distinguished University Professor Emeritus  
North Carolina State University  
Raleigh, North Carolina

**Dr. James L. Fisher**

Ph.D. (Psychology)  
President Emeritus  
Towson University  
Baltimore, Maryland

**Dr. A. Pierre Guillermin**

Ed.D. (Higher Education Administration)  
President Emeritus  
Liberty University  
Lynchburg, Virginia

**Dr. E. Bruce Heilman**

PhD (Higher Education Administration)  
USMC Service in WWII  
Chancellor, University of Richmond  
Richmond, Virginia

**Dr. Calvin M. Morris**

Ed.D. (Counseling Psychology)  
Lieutenant Colonel, USMC (Ret.)  
Principal, The HR Group  
Charlottesville, Virginia

**Dr. Carol Reardon**

PhD (History)  
Professor of Military History  
Pennsylvania State University  
University Park, Pennsylvania

**Dr. Paul E. Roush**

PhD (Education)  
Colonel, USMC (Ret.)  
Retired Professor of Ethics, United States Naval Academy  
Annapolis, Maryland

**Dr. John J. Salesses**

PhD (English Literature)  
Major General, USMCR (Ret.)  
Chair of the English Department, Salve Regina University  
Vice President Emeritus for Academic Affairs, Rhode Island College  
Providence, Rhode Island

**Dr. David Tucker**

PhD (History)  
Associate Professor  
Co-Director, Center on Terrorism and Irregular Warfare  
Naval Postgraduate School  
Monterey, California

# Marine Corps University History

Marine Corps University was founded on 1 August 1989 by order of the Commandant of the Marine Corps, General Alfred M. Gray. Its schools claim a much longer history, beginning in 1891 with 29 company grade officers attending the School of Application. Today's MCU is the vision and legacy of Generals Lejeune, Butler, Breckinridge, and Gray.

Efforts of the Marine Corps to give its personnel formal military schooling date back to 1891, when the School of Application was established as the first resident school for Marine officers. This school, becoming the Officers Training School in 1909, eventually relocated to Quantico immediately following America's entry into World War I where it became the nucleus of Marine officer instruction. Throughout the remainder of World War I, experienced veterans returning from France were employed to train those preparing to deploy.

World War I had demonstrated to Major General Lejeune the need for the education of Marines of all ranks. Gleaning valuable lessons from the experience of World War I, General Lejeune insisted adequate time be allotted for the study of weapons and their proper tactical employment. As a result, in the fall of 1919, the Marine Corps Officers Training School was opened at Quantico. Brigadier General Butler, realizing the importance of military education for the core of professional officers, continued General Lejeune's concepts by developing plans for two additional courses of instruction. The first, called the Field Officers Course, welcomed its first students in October 1920. The second, the Company Grade Officers Course, convened its first class in July 1921. These two courses, along with the basic Marine Corps Officer Training School, formed the foundation for what General Lejeune termed "Marine Corps Schools." It was this beginning that formed the basis of the Marine Corps University as it exists today.



During the interwar years, key visionaries like Major Earl Hancock Ellis and Colonel Robert H. Dunlap, whose names grace Marine Corps University buildings today, foresaw the need for studies in amphibious warfare. In the late 1920s, comprehensive

instruction in amphibious operations increased dramatically as the Corps foresaw the need to train its officers in this new mission. To expand the audience of the expanding Marine Corps Schools, correspondence courses were established to parallel the resident courses.

Beginning in 1930, special groups were formed from selected Field Officers School graduates and students to work on amphibious doctrine and requirements. Brigadier General James C. Breckinridge, who rewrote the entire curriculum to a strictly Marine Corps orientation, championed the new science of amphibious warfare and close air support. Breckinridge required his officers to become skilled instructors, specialists in

the new “Marine Corps Science.” So important was this new concept, the Field Officers School was temporarily discontinued so its staff and students could devote their full time to developing the new doctrine. To reflect the importance of the Marine Corps’ new mission, two schools were re-designated Amphibious Warfare Senior and Junior Courses for Field Grade and Company Grade officers, respectively. The study and innovative actions at Quantico in the 1920s and 1930s led to the dramatic amphibious successes of World War II.

Due to manpower shortages during World War II, both Courses suspended classes. The students and staff assumed those duties necessary to support a quickly expanding Marine Corps. In 1943, an operationally oriented three month “Command and Staff Course” opened at Quantico based on the need for school-trained, field grade officers with commensurate skills to serve in the Pacific Theater.

In 1946, the Marine Corps reestablished the three-tiered, professional military education system. Lessons learned from World War II and new concepts based on atomic warfare theory were quickly added to the curricula of the Amphibious Warfare Senior and Junior Courses. In the 1950s, shortly after the Corps introduced vertical envelopment, the curricula at both schools were again modified to include the use of helicopters in amphibious warfare.

In 1964, the Senior Course was re-designated Command and Staff College and the Junior Course became Amphibious Warfare School. Amphibious operations remained the theme in both courses throughout the 1970s. On 16 February 1971, the first course of the Staff Noncommissioned Officer Academy at Quantico, Virginia, convened. In 1981, the Noncommissioned Officer Basic Course was established at 18 sites, and the Senior Course for Staff Sergeants was implemented at Quantico, Virginia. The following year, the Advanced Course for First Sergeants and Master Sergeants was implemented at Quantico, Virginia.

Dynamic refinement of the Corps’ professional military education system brought significant curriculum changes in the late 1980s. Maneuver warfare theory was introduced and a focus on Marine Air Ground Task Force (MAGTF) operations was implemented. In 1989, under the direction of then Commandant of the Marine Corps, General Alfred M. Gray, five independent Marine Corps schools were organized into the Marine Corps University.

In 1990, the Art of War Studies program was created and, one year later, matured into the Marine Corps War College as the Corps’ senior-level officer professional military education school. Also in 1990, the enlisted Advanced Course became a course for Gunnery Sergeants.

Throughout the 1990s, MCU adjusted itself to fit the needs of the Marine Corps. In 1993 the Commanders’ Program was established for all Lieutenant Colonels and Colonels slated for command; in 1994, annual E-8 Seminars and E-9 Symposiums were established; in 1995, the Logistics Instruction Branch was created to teach all ranks the art of logistics; in 1996, the First Sergeants course was established; and in 1997, the College of Continuing Education was created and directed to integrate all officer distance education programs within a single college.

Recent events demonstrate how MCU has continued its impressive list of developments and accomplishments: in 1999, MCU was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award a Master's of Military Science degree for Command and Staff College; in 2001 and 2003, MCWAR and the School of Advanced Warfighting, respectively, were subsequently accredited for their master's degree programs; in 2002, the Amphibious Warfare School and the Command and Control Systems Course merged to become the Expeditionary Warfare School; In 2003, the Logistics Instruction Branch was renamed the School of MAGTF Logistics and the Senior Leader Development Program was created to manage General Officer education.

From a humble beginning arose a tradition of study and innovation that continues to this day. Most recently, the Training and Education Command was created at Quantico as the Marine Corps University's higher headquarters. Officer Candidates School, The Basic School, Command and Control Systems School, and the College of Continuing Education now report to the Commanding General of Training Command. The University's focus is clearly on the education of leaders in our Corps of Marines.





# Marine Corps War College

## **MISSION**

The mission of the Marine Corps War College is to educate selected senior officers and civilians for decision-making across the range of military operations in a joint, interagency, and multinational environment. Marine Corps War College graduates are prepared to assume senior leadership positions of increasing complexity through the study of national military strategy, theater strategy and plans, and military support to those strategies within the context of national security policies, decision-making, objectives, and resources.

## **DEGREE: MASTER OF STRATEGIC STUDIES**

All MCWAR students who successfully complete the MCWAR curriculum earn the Master of Strategic Studies (MSS) degree.

## **EDUCATIONAL OBJECTIVES**

Overarching program outcomes of the College serve as a guideline for curriculum development and ensure the curriculum meets the needs of the Nation. These outcomes are:

- Provide an encompassing and pragmatic intellectual foundation from which to apply the art and science of war in assessing past, present, and future national security, national defense, and national military strategies.
- Analyze, evaluate, and apply the relationships among policy and strategy; cultural, social, political, and economic forces; and the application of joint/interagency power within the global national security context.
- Develop students that are sensitive to, and skilled in, the employment of joint, interagency, and multinational military forces to achieve national objectives.
- Provide graduates with a top-level education focused on combining operational competence with sound military judgment, decision-making skills, and strategic thinking.

## **EDUCATIONAL PHILOSOPHY**

The Marine Corps War College employs active teaching methods to provide a professional educational experience where students are accountable to both the faculty and their peers for their contribution. The small student body and low student-to-faculty ratio enhance this active learning experience. Instructional methods and techniques include extensive reading, seminars, formal and informal presentations, tutorials, case studies, research, writing, war games, decision exercises, and examinations.



The College acknowledges that senior military and civilian leaders must complement competence in national defense matters with an understanding of the political, economic, social, and informational environments, which influence the formulation of national strategy. Domestic and international travel provides opportunities to meet with senior government and civilian leaders who share responsibility for formulating national policy and strategy. Such travel, integrated throughout the curriculum, complements the National Security and Joint Warfare course and the Regional Studies course. This travel provides a global perspective and framework upon which students can base their analysis, assessment, formulation, and application of national and military strategy. These active learning methods require diligence, self-discipline, and time for preparation and reflection. Accordingly, well-planned professional study and preparation time (PSPT) is a vital aspect of the War College's curriculum. This PSPT is integrated throughout each academic course as time students may use to prepare for each class.

## **CURRICULUM**

The Marine Corps War College's ten-month curriculum consists of:  
War, Policy and Strategy  
National Security and Joint Warfare  
Regional Studies  
Leadership

### **War, Policy and Strategy**

The War, Policy and Strategy course is about critical analysis and judgment primarily at the strategic level of war. It emphasizes the relationship between moral and physical dynamics of war, and between national military power and other elements of national power, as factors contributing to national success or failure in war.

War, Policy and Strategy is not a traditional military history course, but instead uses selected wars, strategies and campaigns as vehicles for critical analysis and assessment, with the objective of developing sounder and keener instincts at the strategic level of war.

### **National Security and Joint Warfare**

History demonstrates that to formulate and implement successful national security policies, senior national leaders must be able to wisely orchestrate the four elements of national power: diplomatic, informational (psychological), military, and economic (DIME). It is essential that senior military leaders develop an in-depth understanding of the interplay of these elements so that proper military advice is provided to civilian leadership and a sound military strategy is developed.

For the Marine Corps War College, developing an in-depth understanding begins in the War, Policy and Strategy (WPS) course and carries through the Regional Studies Program where students broaden their understanding of national power in a theater/regional or multinational context. Both of these courses complement the National Security and Joint Warfare (NSJW) Course, designed to provide students with an in-depth understanding of both national security affairs (focusing on the national security decision-making process) and joint warfare (focusing on the role of the military in national security). The NSJW course examines the relationship between the

National Security Strategy and national military objectives and strategy as delineated in the National Military Strategy.

The NSJW course takes advantage of the Marine Corps War College's proximity to Washington D.C. by traveling to the Pentagon, the State Department, Capitol Hill, and local think-tanks to discuss issues with civilian and military leaders.

## **Regional Studies**

The Regional Studies Program takes a strategic look at the Middle East, Latin America, Europe, and the Pacific Rim. The program is integrated throughout the academic year and focuses on the cultures, politics, economics, and U.S. national objectives within vital regions of the world. The course uses military leaders, visiting scholars thoroughly attuned to world dynamics, and visits to and discussions with the nation's foremost military leaders and civilian authorities to provide a multi-dimensional perspective for the intelligent analysis of U.S. global interests, regional policy objectives, and the formulation of effective strategies.

Interwoven throughout the Regional Studies courses are visits to several combatant commands (CONUS & OCONUS), Asia, and Europe. These trips are conducted concurrently with or augment previous regional studies and give the students an opportunity to examine theater warfare from the perspective of a combatant commander and his service component.



Students and faculty from the MCWAR Class of 2006 meet with representatives of NATO in Brussels, Belgium.

## **Leadership**

The President, Marine Corps University tasks MCWAR to prepare students “to assume senior leadership positions of increasing complexity.” While the study of strategy, plans and policy increases the leader's body of knowledge, our students study leadership in a fashion that also allows them greater mastery of leadership concepts, communications, decision-making, and ethics.

The Leadership Course includes the study of concepts that introduce students to the strategic end of leadership continua. It sensitizes the students to leadership objectives and themes throughout the MCWAR syllabus, and establishes perspectives on leadership from which students gain a better ability to evaluate the remainder of the syllabus.

The Leadership Course includes an Independent Research Project, classes in Executive Communications, and studies in Ethics. The curriculum is designed to provide opportunities for discussion with key civilian and military leaders.

The Independent Research Project provides each student the opportunity to develop, analyze, and assess issues relevant to the curriculum. This project reflects the author's ability to research, organize, analyze, and effectively *communicate* through the written medium—*skills essential to leadership*.

The Executive Communications sub-course is an intensive skill-building workshop in advanced oral and written communications. The focus is directed at action-oriented, persuasive presentations. Included are videotaped presentations, media relations techniques, and individualized delivery techniques. Skills learned here are mastered throughout the year, and employed when students present oral defenses of their Independent Research Projects at the conclusion of the academic year.

The Economics course is designed to offer a brief review of the fundamental economic concepts that are most relevant to a more complete understanding of national security strategy.

## **Joint Professional Military Education**

The Marine Corps War College curriculum currently includes the first of the two-phased Joint Specialty Officer (JSO) education mandated by the Chairman of the Joint Chiefs of Staff. As a result, graduates of the College receive "JPME Phase I" qualification upon graduation. During Academic Year 2005-2006, the curriculum transitioned from a JPME Phase I focus to a JPME Phase II focus, and that curriculum remains during the Academic Year 2006-2007.

Service Senior Level Colleges (SLC) focus on national military strategy as derived from national security strategy and policy, and its impact on strategic leadership, force readiness, theater strategy and campaigning. SLC subject matter is inherently joint; JPME at this level focuses on the development of joint attitudes and perspectives.

This program of joint instruction is described as "Joint Professional Military Education (JPME) Phase II" that addresses the six primary learning areas identified in the Chairman of the Joint Chiefs of Staff Instruction Officer Professional Military Education Policy (OPMEP):

- National Security Strategy
- National Military Strategy and Organization
- Joint Warfare, Theater Strategy and Campaigning
- National and Joint Planning Systems and Processes
- Integration of Joint, Interagency, and Multinational Capabilities
- Information Operations, C2, and Battlespace Awareness
- Joint Strategic Leader Development

## **Recurring Themes**

MCWAR's curriculum incorporates recurring themes in order to: bind together educational and developmental goals; establish clear relationships between diverse aspects of individual courses and the overall objectives of the curriculum; and maintain student orientation and focus. Most of these recurring themes are associated with those that guide critical thinking, analysis, and application within the overall MCWAR curriculum. These themes are cited as follows:

- Military leadership and professional ethics
- Nature and dynamics of war
- Application/Relevance of military theory
- Causes of conflict
- Relationship of the elements of national power to the application of military power in the international environment
- Role of the U.S. Armed Forces in national security and national defense
- Role that factors such as culture, society, and religion have on conflict and its implications
- Principles of War at the strategic and operational levels of war
- Military effectiveness throughout the political, strategic, operational, and tactical levels of war
- Joint/Interagency/Multinational/Coalition warfare/campaigning
- Total Force planning and employment
- Lessons learned for future development

## **STUDENT EVALUATION**

The College's evaluation system parallels other Service Senior Level Colleges by establishing and emphasizing high academic standards appropriate to graduate-level education. Grading by course directors is based on a variety of oral and written evaluations with an emphasis on quality seminar contribution. Grades of A, B, C, D or Incomplete may be assigned. However, only an A or B represents an acceptable level of performance. A course grade of B- is considered the minimal acceptable grade to complete a course. A grade of C+ or less is considered below the level of performance expected. Students who receive a course grade below B- are counseled by the specific course director and require remediation.

## **STUDENT BODY**

School seats are based on allocations granted by the Commandant of the Marine Corps which support the mission/purpose of the College and reflect the requirements of the United States Marine Corps; the joint/multinational education criteria of the Officer Professional Military Education Policy Document for other U. S. military students; and

inter-agency agreements with other Federal Government agencies. Quotas for admission to the Marine Corps War College during Academic Year 2007 are distributed as follows:

U.S. Marine Corps Officers	7
U.S. Navy Officers	2
U.S. Coast Guard Officers	1
U.S. Air Force Officers	2
U.S. Army Officers	2
Civilians, U.S. Federal Government*	<u>3</u>
TOTAL	17

\*MCWAR encourages civilian participation in its programs to promote dialogue and understanding among all members of the United States interagency community.

## REQUIREMENTS

**GENERAL:** Eligibility prerequisites for the Marine Corps War College are those regulations and requirements established by the military services to select students to attend a senior-level professional military education (PME) institution. Specific admissions prerequisites for the Marine Corps War College are as follows:

- Grade: O-5/O-6 (LtCol/Col, CDR/CAPT) for military officers; GS/GM-14/15 for Federal Government civilian employees.
- Security Clearance: Possess a Top Secret/Special Compartmentalized Information (TS/SCI) clearance that will not expire during the academic year.
- Passport: Possess an official business or diplomatic passport that will not expire during the academic year.
- Professional experience that will allow the student to interact in interagency discussions.
- Suitability for future service and increased responsibility. MCWAR expects that sponsoring agencies will select students who have demonstrated leadership, skill, and resourcefulness in difficult assignments, and have demonstrated sound performance in an academic environment.
- Marine Corps officers must meet O-4 PME requirements as identified in the USMC PME Order (MCO P1553.4A).

**ACADEMIC:** Instruction at the Marine Corps War College is at the graduate-level using rigorous, interactive, adult learning techniques based on an inquiry-driven educational philosophy. Inherent is the development of critical thinking and problem-solving skills. An active conference/seminar based learning environment is intentionally structured to promote intellectual growth and to allow for varied input during student dialog and discussion.

The faculty-led small group interactions are the strength of the Marine Corps War College educational experience. Students are required to synthesize large amounts of information, present solutions to complex problems, and participate actively in

graduate-level educational forums. Students can also expect to directly interact with national and international leaders. Specific academic requirements are as follows:

- A regionally accredited undergraduate degree (United States bachelor's degree or its equivalent).
- Graduate-level capabilities to read, comprehend, speak, and write in English\*
- Upon successful completion of the MCWAR curriculum, graduates will be awarded a Master of Strategic Studies degree.

\*A course grade is determined by tests, papers, and a student's seminar participation, which includes small group discussion, debate, and oral briefings.

**PHYSICAL AND SKILL REQUIREMENTS:** The Marine Corps War College curriculum is dynamic and interactive. Students are required to travel and actively participate in various educational forums. Specific physical and skill requirements are as follows:

- Small-group interaction in wargame scenarios and practical application exercises, which requires individual and group military, planning, map reading, and briefing skills.
- Must meet the physical fitness and height/weight requirements for their respective military service or Federal Government agency.
- Active participation in battlefield staff rides, which includes walking, hiking and analyzing the terrain, role-playing, and conducting on-site, oral briefs.
- Nominees with special medical needs are advised that medical care may not be available while traveling or conducting battlefield staff rides at remote and overseas locations. This should be considered prior to nomination.

## **ADMISSIONS POLICY**

Admission to the Marine Corps War College (MCWAR) is based on allocations granted by the Commandant of the Marine Corps. The MCWAR Admissions Policy supports the mission and purpose of the College and reflects the needs of the United States Marine Corps and the educational criteria of the Chairman of the Joint Chiefs of Staff's Officer Professional Military Education Policy. The MCWAR student body consists of two distinct student populations: U.S. military officers and Federal Government civilian employees. Invitation, nomination, and admission to the College vary by student type: U.S. military officers are admitted through their services' selection/assignment processes; Federal Government civilian employees are admitted through an invitational nomination and approval process.

All inquiries regarding admission should be directed to:

Director, Marine Corps War College

Marine Corps University

2076 South Street

Quantico, Virginia 22134-5068

Phone: (703) 784-4081/2 FAX: (703) 784-2384 Military DSN 278-4081/2

**[www.mcu.usmc.mil/mcwar](http://www.mcu.usmc.mil/mcwar)**



# School of Advanced Warfighting

## Mission

The School of Advanced Warfighting provides a follow-on, graduate-level professional military education for selected field grade officers who have completed the Marine Corps or sister service command and staff college course. Building upon the experience of ILS programs, SAW broadens and deepens the education of selected officers in preparation for high Impact MEF / Corps level or higher planning billets at the service, joint and combined level through rigorous development of decision making and problem seek and problem solving skills at the operational and theater strategic level of war. Successful completion of this graduate level program will enable these officers to operate in the joint, combined, interagency environment, which will improve the warfighting capabilities of an organization at the operational level of war.

## Degree

Graduates receive a Master of Operational Studies (MOS) degree.

## Educational Objectives

The School's intent is to concentrate – in selected field grade officers – decision-making and complex problem solving experience at the operational level of war using historical and contemporary issues as a framework and a building-block approach. In so doing, these officers are preparing for appropriate high-impact, MEF-level and higher service, joint and multinational billets. Distinctive, positive, long-term influence in both command and staff billets is anticipated.

Learning Outcomes are derived from the mission and intent of SAW and define the broad topic areas the curriculum is designed to address. Upon graduation, students will be able to meet the following learning outcomes:

## Foundations of the Operational Art

- Analyze the influence of key American national values on contemporary military institutions.
- Understand the relationship between political and military goals, and how national-level institutions prepare for and fight wars.
- Analyze the basis of the mission, organization, doctrine, or policies of a military organization.
- Understand how the Joint Chiefs of Staff, the unified and specified commands, and other elements of the operational command structure actively contribute to the preparation for, and execution of, joint and combined military campaigns.



- Understand the nature of “people’s war” as a form of recurring conflict and its implications for planners and commanders.
- Understand the nature of “small wars” and the strategic and operational implications of U.S. national strategy, regional conflicts, and local culture for planners and commanders preparing for such operations.

### **Operational Planning.**

- Understand campaign design and operational decision-making.
- Apply enhanced military judgment to mission analysis and the development of operational-level concepts of operations during planning exercises.
- Effectively apply knowledge of Marine Corps Planning Process (MCP) as a member of, Leader of, and facilitator for an Operational Planning Team (OPT).
- During battlefield campaign rides apply the results of classroom study of a campaign to observation of the actual terrain in order to develop a clearer appreciation of operational issues.

### **Future Warfighting**

- Understand how military organizations innovate, adapt, and change.
- Determine the likely implications for a military organization when one or more of that organization’s basic tenets changes.
- Determine those cultural and political characteristics of a region that must be considered when developing strategic and operational objectives for future employment of military forces.
- Understand the nature of innovation and the changing patterns of warfighting.

### **Educational Philosophy**

SAW is a “problem-solving and decision-making” course, rather than a “planning” course, although planning is used as a vehicle for study and preparation. The majority of the learning exercises of the School of Advanced Warfighting can be described as follows: The student is presented with a mass of information and given a problem to solve. The problem may be to answer a discussion question, devise a campaign plan, make decisions in a wargame, craft a brief or point paper, conduct a staff study, or carry out additional research for an essay on an assigned topic. The process becomes iterative: break the problem into its elements, solve these, relate the partial solutions to the greater problem, identify the question on which the whole problem turns, and finally, resolve that question or problem. Implied is the potential for an inherently greater tempo and experience in recognizing and then discarding distracting, non-critical information.

The study of military history develops the analytic mind of the officer, enhances the understanding of military issues, and facilitates the officer’s future decision-making efforts. Historical studies are not used didactically; rather, they are approached without bias so that the conclusions resulting from a thorough analysis of established facts can then be evaluated without prejudice. Unable to anticipate all the problems that the graduates might face in their further military service, SAW seeks to equip them to solve any problem that might arise.

## Curriculum

The curriculum is distinguished by three interrelated courses of study:

**The Operational Art**  
**Operational Planning**  
**Future Warfighting**

**The Operational Art (Op-Art)** course examines the art and science of war at the operational level. Op-Art sets and achieves intermediate goals that lead to the attainment of a “campaign” goal. The campaign goal is the “what” to be achieved, and operational art is the “how.” The campaign goal is set by strategy. Operational art focuses on the employment, arrangement, and synchronization of joint forces in terms of time, space, and purpose. This course therefore explores the principal issues surrounding and informing thinking and decision-making as they contribute to achieving campaign goals in support of strategic objectives. The emphasis of this course is on the thoughtful integration of theory and evidence and the development of critical analytical skills. The methodology employed is a case-study approach, informed by theory and doctrine.

**Operational Planning** consists of a series of planning problems during which students execute selected steps of the staff planning process. Emphasis is placed on mission analysis and course of action development that are further refined into a sound and functional concept of operations. The Marine Corps Planning Process, as presented by members of the MAGTF Staff Training Program, provides the framework for plan development in each exercise. SAW students act as Operational Planning Team and facilitators in teaching the Marine Corps Planning Process to the Command and Staff College students.

In the course of the school year, three *Campaign Rides* are made to areas that lend themselves to the study of warfare at the campaign level. During the fall, the class visits several battlefields of the 1864 Virginia Campaign; in the winter, the class travels to several European battlefields; and in the spring, the class travels to the Asia-Pacific region. Students thoroughly study the operational issues of each campaign beforehand in order to maximize the value of the field studies. These Campaign Rides give the students an opportunity to carry out a most important aspect of campaign studies: walking the ground after in-depth study to better see inside the minds of the decision makers.

**Future Warfighting** deals with the importance of recognizing the eventuality of existing paradigms losing their relevance under the pressure of changing conditions. While several lessons under the Operational Art offer illustrative evidence of “future war past” and how change has been confronted, this course also provides the students with readings on, and exposure to, existing agencies and institutions and their efforts to anticipate and prepare for the future. In conjunction with these sub courses, each student is required to develop a formal paper dealing with the consequences of significant change negating underlying assumptions concerning doctrine, operational practice, equipment, or organization.

## Master of Operational Studies

All SAW students who successfully complete the SAW curriculum earn the Master of Operational Study degree. Since initiation of the program in Academic Year 2003, sixty-six students have earned the degree.

*Requirements for acceptance into the Master of Operational Studies degree program are identical to the School's admissions requirements.*

## Student Evaluation

The intent of the evaluative mechanism is to signal to the student measurable strengths and weaknesses in order to allow for improvement through the school year.

The seminar is central to the conduct of the academic year and ensures success in meeting lesson objectives. In preparation for a seminar, the seminar leader — a faculty member or visiting scholar — organizes a set of readings that enable the student to examine the issues under study. Alternative viewpoints or interpretations, conflicting data, etc., are also presented.

In conjunction with the readings, discussion questions are posed to further guide the students in their preparation for the upcoming seminar. These questions are designed to provoke debate and, ultimately, to foster a comprehensive understanding of the underlying issues.

Seminar participation, planning team leadership, two oral examinations, frequent written requirements and several oral presentations constitute the graded output of the School. As part of the University's Quality Enhancement Plan goal of "Strengthening Leadership Through Enhancement of Communication Skills," the SAW writing program is designed to develop sound and effective research skills; produce well-reasoned, coherent and supportable conclusions, advance an argument and convincingly defend a position, and develop the ability to condense information into a compact, effective written product. Oral communication is enhanced through a series of formal briefings and frequent, less formal contributions in seminar. The intent of the latter is to require students to offer well-organized comments that reflect intellectual synthesis and effectively contribute to seminar discussions. The SAW faculty evaluates written and oral requirements using guidelines developed and approved by the University.

## Student Body

Quotas to each School of Advanced Warfighting class are not assigned. The annual composition of the student population is similar to the following:

U. S. Marine Corps Officers	16
U. S. Navy Officers	2
U. S. Army Officers	2
U. S. Air Force Officers	2
International Military Officers	<u>2</u>
TOTAL	24*

\*Civilian Federal Government employees are not invited to attend the School of Advanced Warfighting.

## Requirements

General eligibility prerequisites for the School of Advanced Warfighting are those regulations and requirements established by the military services to select active duty, military students to attend an advanced intermediate-level professional military education (PME) institution.

Specific admissions prerequisites for the School of Advanced Warfighting are as follows:

- Active duty U.S. or international military officers.
- Grade: A promoted O-4 (Major/LCDR) and must not have previously failed selection for O-5. A Marine officer must not be a promoted lieutenant colonel or lieutenant colonel-select at the time of application to SAW. If in zone for selection at the time of application to SAW, failure to select for lieutenant colonel terminates SAW eligibility.
- Approval from service personnel assignment section.
- Marine officers selected for assignment as recruiting station commanding officers during the upcoming academic year are not eligible to attend SAW during that time period.
- Security Clearance: For U.S. officers, a SECRET clearance that will not expire during the academic year. USMC officers must have or be eligible to obtain a Top Secret/Special Compartmentalized Information (TS/SCI) clearance for post-graduation assignments.
- Professional experience that will allow the student to interact in discussions involving the operational level of war and ensure suitability for future assignments involving significant responsibilities, including selection for and command at the O-5 level.
- Marine Corps officers must meet O-4 PME requirements as identified in the USMC PME Order (MCO P1553.4A). Distance Education Program (DEP) applicants must be graduates of the 8800-series seminar based CSC DEP course. Non-seminar CSC DEP students may apply for a waiver, which will be granted on a case-by-case basis. Currently enrolled DEP students may apply provided their commanding officer or College of Continuing Education (CCE) regional coordinator certifies that the applicant can reasonably complete the 8800 series program no later than two months prior to commencement of the upcoming academic year.
- SAW battlefield staff rides require international travel and applicants are encouraged to possess a current passport prior to commencement of the academic year.

## Academics

The SAW curriculum is rigorous and dynamic, and requires students to rapidly comprehend and analyze large amounts of reading and contribute effectively during graduate-level, competitive seminars led by a variety of professors and military faculty. Specific academic requirements are as follows:

- A regionally accredited undergraduate degree (United States bachelor's degree or its equivalent).
- Graduate-level capabilities to read, comprehend, speak, and write in English.

## **Physical and Skill requirements**

The SAW curriculum requires students to be able to travel extensively and participate actively in various educational forums to include battlefield site studies involving moderate to rigorous hikes over rough terrain and in remote sites overseas. Since all students are active duty military, all must meet the mandatory physical fitness and height/weight requirements for their respective military service.

## **Admissions Policy**

Admission to SAW is based on allocations granted by the Commandant of the Marine Corps. Student applications to the School of Advanced Warfighting are processed annually in the following manner: the SAW selection process begins in the summer with the release of a MARADMIN (Marine Corps-wide administrative correspondence) to inform potential applicants about the course, requirements, and deadlines. The MARADMIN provides a link to the SAW website from which applications can be downloaded.

The application includes three pages: personal information, faculty or reporting senior endorsements, and a topical essay requirement. The application forms change each year in order to update the essay question. Military faculty advisors endorse resident ILS students' applications, and reporting seniors and either CCE regional coordinators or adjunct faculty advisors endorse non-resident ILS student applications.

In August and September, the Head of SAW briefs all students attending Marine Corps Command and Staff College about the SAW program and application requirements, and travels to the U.S. Naval War College, U.S. Air Force Command and Staff College, and U.S. Army Command and General Staff College to brief interested students there as well.

**Deadline:** Those applying must submit completed and endorsed applications to the Head of School of Advanced Warfighting by the deadline announced in the MARADMIN; applications are normally due in early October.

**Selection:** Selection of USMC, sister service and international students is identical. A board appointed by the CSC Director and consisting of the CSC Deputy Director, Dean of Academics, the Head of SAW, the Deputy of SAW, and at least one SAW Professor interviews each applicant. Most interviews are conducted in person, but video teleconference or telephone interviews are conducted for distant applicants when required.

Applicants currently attending other resident ILS courses are interviewed at their schools following the information brief in August-September. Recommended selections are forwarded to the CSC Director and the President of Marine Corps University. Endorsements are forwarded to each service's headquarters for final authority to enroll. Nominated international officers are invited through the

International Military Training office, which in turn coordinates with the officers' military assignment staff. Once approved, all applicants are notified of the selection results.

## **Organization**

The Head, School of Advanced Warfighting is responsible to the Director, CSC, and coordinates through the CSC Dean of Academics for curriculum matters and the CSC Deputy Director for personnel issues. The Head of SAW is typically a post-battalion/squadron command, active duty USMC Lieutenant Colonel. The Head is assisted in his responsibilities by an active duty military faculty member, the school's two civilian faculty members, and the Command and Staff College Department of Academics and Support staff.

All inquiries regarding admission should be directed to:

School of Advanced Warfighting  
Marine Corps University  
2076 South Street  
Quantico, Virginia 22134-5068  
[www.mcu.usmc.mil/csc/sawmsn.htm](http://www.mcu.usmc.mil/csc/sawmsn.htm)



SAW Students receiving diplomas at Graduation 2006.



# Command and Staff College

## MISSION

Informed by the study of history and culture, CSC educates and trains its joint, multinational, and interagency professionals in order to produce skilled warfighting leaders able to overcome diverse 21<sup>st</sup> century security challenges.

## DEGREE

Command and Staff College offers students the option of completing the requirements for a Master of Military Studies (MMS) degree.

## CORE LEARNING OUTCOMES

- Students will understand the relationship between political and military goals.
- Students will be able to analyze the basis for a mission, structure, doctrine or policies of an organization.
- Students will understand the character of traditional, irregular, disruptive, and catastrophic warfare.
- Students will understand the strategic, operational, and tactical application of traditional, irregular, disruptive, and catastrophic warfare.
- Students will demonstrate an understanding of the enduring nature of war.
- Students will appreciate the broader social and cultural factors that shape war and peace.
- Students will gain a foundation in military history, and its value to the warfighter.
- Students need to appreciate the cross-cultural and cross-social factors that shape operations.
- Students will demonstrate an understanding of the "generations" of warfare 1st through 4th.
- Students will demonstrate an understanding of the strategic decision making process.
- Students will analyze past strategic and leadership decisions.
- Students will demonstrate an understanding of the broader social and cultural factors that influence the formulation and outcomes of national strategies.
- Students will be capable of effectively analyzing a mission, developing feasible courses of action in support of campaign design and MAGTF operations.
- Students will be able to effectively apply knowledge of Marine Corps Planning Process (MCP) as a member of an Operational Planning Team.

## **EDUCATIONAL OBJECTIVES**

- Analyze the theory and nature of war and their relationship to the application of the elements of national power.
- Think strategically and explore the relationship between national political interests and goals, and the utility of military power supporting those goals.
- Analyze strategic guidance and translate it into operational direction in the form of a campaign plan designed to accomplish military objectives.
- Assess the relationship between the operational and the tactical levels of war and to orchestrate tactical battles and engagements as a part of campaigns designed to create military conditions accomplishing strategic goals.
- Plan and execute the employment of MAGTF's anywhere along the spectrum of conflict and articulate the capabilities of MAGTF's within the joint/multinational environment with primary focus at the Marine Expeditionary Force level.
- Instill the ability to critically analyze war and apply sound military judgment in an academic environment as well as when called upon to do so in war.
- Assess the role that culture plays in conflict with an emphasis on understanding our own, our allies, and our potential enemies.

## **EDUCATIONAL PHILOSOPHY**

Since the goal of professional military education is to develop officers who can employ innovative thinking when confronted with changing situations, it is imperative the College provide a learning environment that encourages officers to cast a critical eye on traditional or accepted concepts. Such an environment requires an educational setting that demands active student participation to the greatest extent possible.

The primary instructional methodology for the Command and Staff College curriculum is the seminar/guided discussion conducted by the Faculty Advisor Team in the conference group setting. This methodology fosters a learning environment that encourages active and thoughtful participation on the part of each student.

A key element to the success of the seminar discussions is scheduled professional study and preparation time (PSPT). These periods are incorporated into the regular schedule to provide officers the opportunity to read, write, reflect, and conduct required research during normal school hours. PSPT supplements, rather than replaces, study and research conducted after normal working hours.

Other instructional methodologies employed in support of the curriculum include historical case studies, practical application planning and decision exercises, battlefield staff rides, presentations by faculty and guest lecturers, and tutorial sessions between students and faculty members.

Integrated within the curriculum is the College's emphasis on improving written and oral communication skills. The purpose of this effort is to build the student's ability to communicate effectively in a variety of situations. Through a series of requirements, including a variety of oral presentations, "point papers," analytical essays, and more traditional research-based efforts, officers improve their speaking and writing skills as well as their ability to critique and refine their own work.



## **CURRICULUM**

### **Warfighting . . . from the Sea (WFTS)**

WFTS is designed to deliver an understanding of planning and execution methodologies within the framework of joint and Marine Air-Ground Task Force (MAGTF) doctrine; inculcate an ability to conceptualize, coordinate, and synchronize a broad spectrum of resources and yield productive effects across the tactical, operational, and strategic levels of warfare; and analyze contemporary issues and emergent challenges facing the military professional. The course is broken into four seminar based blocks of instruction (Joint Operations; MAGTF Operations; Contemporary Operations; and Warfighting Electives) and six planning evolutions. The focus on planning is a recurring theme throughout the Command and Staff College curriculum. The first planning experience introduces the Marine Corps Planning Process (MCP) and is designed to educate students, using a combination of lecture and practical application, on the Marine Corps' doctrinal planning process. This initial exposure to planning incorporates a Marine Expeditionary Brigade (MEB) amphibious scenario and establishes the intellectual framework for all subsequent exercises. Throughout the academic year students employ MCP methods during five student-led exercises. This series of exercises employs a building block approach and incorporates planning at the Marine Division/Air Wing/Logistics Group, Marine Expeditionary Force (MEF), and Joint Task Force (JTF) levels. Collectively, these exercises address a variety of conventional, irregular, and catastrophic threats while enhancing the students' ability to plan integrated MAGTF operations in a joint, interagency and multinational environment.

Within the Warfighting curriculum there are two additional sub courses that span the entire academic year: Leadership and Command & Control/Information Management (C2IM). The Leadership course examines the human dynamic as it is manifested in the context of operational planning and execution. The C2IM course introduces conceptual and practical techniques for managing complexity on the modern battlefield.



### **Culture and Interagency Operations (CIAO)**

The Culture and Interagency Operations (CIAO) Course is designed to improve our students' ability to understand and analyze regional cultures and the interagency components of national and international governments at the operational level of war. The course is also structured to develop students' critical thinking and their understanding of small wars, peace operations, multinational operations, and strategy and policy. The primary vehicle in accomplishing the course's mission is the use of case studies. In light of the current geopolitical situation, a large fraction of the cases involve the Middle East, the Asian-Pacific region, and Sub-Saharan Africa. The CIAO course will consist of a core course in the Fall semester focused on 20<sup>th</sup> century case studies extending through the end of the Cold War; a core course in the Spring semester focused more particularly on recent and current events; and elective courses focus either on specific cultural regions or on specific aspects of interagency operations.

The course's educational objectives focus on the elements of national power, the structure and functioning of national power, peace and humanitarian operations, interagency operations, conflict termination, the ethnic and religious component to conflict, irregular warfare, and the complex relationships between social, political, ideological, and economic elements of war. At the conclusion of the course, students will be able to demonstrate the following outcomes:

- Understand and analyze cultures, particularly the Middle East, Asia-Pacific, and Sub-Saharan Africa
- Understand social, political, ideological, moral, economic, and technological factors that shape war and its outcomes
- Understand the interagency components of the U.S. and foreign governments at the operational level of war
- Understand the process of policy and strategic decision making

In addition to the core course material, the CIAO course also includes an elective. As part of this process, students are required to participate in a one-week agency program in conjunction with the final practical exercise.

Students will be evaluated by several written requirements and the contributions made during seminar. Written assignments range from one-page professional papers to a 5 to 6-page analytical research paper.

### **Operational Art (Op-Art)**

The Operational Art (Op-Art) course examines the art and science of war at the operational level. Operational art sets and achieves intermediate goals that lead to the attainment of a "campaign" goal. The campaign goal is the "what" to be achieved and operational art is the "how." The campaign goal is set by strategy. Operational art focuses on the employment, arrangement, and synchronization of joint forces in terms of time, space, and purpose. This course therefore explores the principal issues surrounding and informing thinking and decision-making as they contribute to achieving campaign goals in support of strategic objectives. The emphasis of this course is on the thoughtful integration of theory and evidence and the development of critical analytical skills. The methodology employed is a case-study approach, informed by theory and doctrine.

Within the Operational Art course, students will gain a solid foundation in the art of war at the operational level. They will gain an understanding of the relationship between strategic objectives, campaigns, and the operational art. They will develop an appreciation of the operational art in context of joint and multi-national operations; conventional and unconventional warfare; theory and doctrine; planning and campaign design; intelligence; logistics, and professional military education. Finally, students will explore historical campaigns and evaluate those campaigns in terms of their success or failure in light of current joint warfighting concepts. At the conclusion of the course, students will be able to demonstrate the following outcomes:

- Ability to think critically and analytically about campaigns and operational art as demonstrated in both oral and written form
- Demonstrate an ability to identify the linkages between strategy, operations, and tactics that inform and shape planning and campaign design

- Explain the link between ends and means and the relationship between strategic objectives and operational task that tactical forces accomplish

Students will be evaluated by several written requirements and the contributions they make during seminar. Written assignments range from one-page point papers to a 10-page joint campaign analysis paper. In addition to the core course material, the Operational Art course also includes an elective.

### **Foreign Language Program (non-credit)**

The foreign language program is intended to introduce students to languages and cultures that are of contemporary utility to them as members of the armed forces waging the global war on terrorism. The program seeks to improve the graduates' ability to operate in settings far removed from those they normally encounter as English speakers. Through a combination of personal study, language laboratory time, small-group interaction with instructors, and, in some cases, immersion in the culture, the students will improve their cultural awareness and ability to operate effectively within other cultures, learn to communicate in a foreign language, and master the art of using the services of an interpreter during critical negotiations. In academic year 2006-2007 courses in Modern Standard Arabic and Sub-Saharan African French will be offered.

## **MASTER OF MILITARY STUDIES**

The MMS program at CSC is voluntary and is open to all qualified students, to include International Officers. In addition to the course requirements of CSC, MMS candidates will also complete an analytical paper on a topic relating to the operational art and pass an oral defense administered by a committee of two faculty members.

Over 1,000 students have subsequently elected to seek the Master of Military Studies degree since initiation of the program, for which there are several requirements beyond the core curriculum. The Master of Military Studies is a voluntary program; "Distinguished Graduate" status is unaffected by a student's decision to enter into, or withdraw from, the MMS program.

## **MMS DEGREE REQUIREMENTS**

Although admission requirements to Command and Staff College are generally controlled by each service's manpower department, admission to the College's Master of Military Studies Program is limited to those officers who also meet the following prerequisites:

- The candidate must hold a bachelor's degree and must ensure the institution sends an official transcript to the Command and Staff College Registrar by the designated date. Candidates should make similar arrangements for transcripts of any graduate-level education they may have.
- The candidate must speak and write English with demonstrable proficiency. International Officers must attain a minimum score of 95 percent on the qualifying examination administered by the Command and Staff College.
- Candidates, including International Officers, must earn an unremediated "B" in all Command and Staff College courses, including electives.

- The candidate must, at the time of application, have signatures of concurrence from both Conference Group Faculty Advisors.
- The candidate must write a MMS paper approximately 15 to 20 pages in length and successfully pass an oral defense administered by at least two faculty members, one of whom must hold a terminal degree.
- The MMS is available through the resident College course only.

## STUDENT EVALUATION

The aim of all evaluations is to determine whether a student has achieved the educational objectives of a course of instruction. All evaluations require a practical application solution or a narrative/essay response. In some cases oral briefings are used to amplify/defend the student's solution/answer. In the case of the MMS paper, students will be evaluated on both the paper itself and an oral defense addressing the content of the paper.

Graded Evaluations- Faculty Advisor Teams will evaluate all graded requirements and assign a grade (A, B, or C) in accordance with the criteria defined in the CSC Standing Operating Procedure. As a graduate-level institution, it is the policy of the Command and Staff College that a grade below B constitutes unacceptable performance and requires remediation. Remediation is the responsibility of the officer, with the Course Director and Faculty Advisor Team assisting throughout the remediation process.

## STUDENT BODY

School seats are based on allocations granted by the Commandant of the Marine Corps which support the mission/purpose of the College and reflect the requirements of the United States Marine Corps; the joint/multinational education criteria of the Officer Professional Military Education Policy Document for other U. S. military students; the Department of Defense and Department of State agreements on foreign military student education exchange programs; and inter-agency agreements with other Federal Government agencies. Quotas for admission to the Command and Staff College are distributed as follows:

U.S. Marine Corps Officers	103
U.S. Navy and Coast Guard Officers	26
U.S. Army, Army Reserve and Army National Guard Officers	18
U.S. Air Force Officers & Air National Guard	14
International Military Officers	26
Civilians, U.S. Federal Government	<u>12</u>
TOTAL	199

*The President, Marine Corps University, can approve increases in allocations on a one-time basis. The Commandant of the Marine Corps must approve permanent changes to this allocation.*

## REQUIREMENTS

**GENERAL:** Eligibility prerequisites for the Command and Staff College are those regulations and requirements established by the military services to select students to attend an intermediate-level professional military education (PME) institution.

Specific admissions prerequisites for the Command and Staff College are as follows:

- Grade: O-4 (Major/LCDR) for military officers; GS/GM-12/13 for Federal Government civilian employees.
- Security Clearance: U.S. applicants require a Secret clearance that will not expire during the academic year.
- A career record that demonstrates proven leadership and management successes with a potential to serve in future positions of increased responsibility.
- Federal Government civilian employees are required to have operational experience that will enhance the educational interaction between military and interagency students (operational experience includes intelligence or security related positions at overseas posts, national or international intelligence or law enforcement positions, or agency liaison officer positions serving with U.S. or international military organizations).
- Marine Corps officers must meet O-3 PME requirements as identified in the USMC PME Order (MCO P1553.4A).
- Certain CSC elective courses require international travel to conduct battlefield staff rides and applicants are encouraged to possess a current passport.

**ACADEMIC:** Instruction at the Command and Staff College is at the graduate-level using rigorous, interactive, adult learning techniques based on an inquiry-driven educational philosophy. Inherent is the development of critical thinking and problem-solving skills. An active conference/seminar based learning environment is intentionally structured to promote intellectual growth and to allow for varied input during student dialog and discussion. The faculty-led small group interactions are the strength of the Command and Staff College educational experience. Students are required to synthesize large amounts of information, present solutions to complex problems, and participate actively in graduate-level educational forums. Specific academic requirements are as follows:

- A regionally accredited undergraduate degree (United States bachelor's degree or its equivalent).
- International officers must meet English proficiency requirements as determined by the Department of Defense and Department of State (minimum grade of 80 on the Defense Language Institute's English Comprehension Level [ECL] test).
- Graduate-level capabilities to read, comprehend, speak, and write in English\*  
The CSC Master of Military Studies program is available to those qualified students who wish to seek a professional master's degree. Application procedures are detailed in the annual CSC publication *Master of Military Studies Requirements for the Degree*.

*\*Up to 50% of a course grade is determined by a student's seminar participation, which includes small group discussion, debate, and oral briefings.*

## **PHYSICAL AND SKILL REQUIREMENTS**

The Command and Staff College curriculum is dynamic and interactive. Students are required to travel and actively participate in various educational forums. Specific physical and skill requirements are as follows:

- Small-group interaction in wargame scenarios and practical application exercises, which requires individual and group military, planning, map reading, and briefing skills.
- Must meet the physical fitness and height/weight requirements for their respective military service or Federal Government agency.
- Active participation in battlefield staff rides, which includes walking, hiking, and analyzing the battlefield's terrain, role-playing, and conducting on-site, oral briefs.
- Nominees with special medical needs are advised that medical care may not be available while traveling or conducting battlefield staff rides at remote and overseas locations. This should be considered prior to nomination.

## **ADMISSIONS POLICY**

Admission to the Marine Corps Command and Staff College (CSC) is based on allocations granted by the Commandant of the Marine Corps. The CSC Admissions Policy supports the mission and purpose of the College and reflects the needs of the United States Marine Corps and the educational criteria of the Chairman of the Joint Chiefs of Staff's Officer Professional Military Education Policy. The CSC student body consists of three distinct student populations: U.S. military officers, international military officers, and Federal Government civilian employees. Invitation, nomination, and admission to the College vary by student type: U.S. military officers are admitted through their services' selection/assignment processes; international officers and Federal Government civilian employees are admitted through an invitational nomination/approval process.

Student nominations for the Command and Staff College are processed in the following manner:

- U.S. military student nominations are processed by the responsible military manpower department which screens all eligible officers in accordance with their regulations for intermediate-level school selection. They must provide the Command and Staff College with a roster of officers' names by 1 March for the succeeding academic year which begins in August.
- Foreign military student nominations are provided by those countries invited to participate in a professional military officer education exchange program sponsored by the Department of Defense and managed by the Department of State. This program includes not only attendance at the Command and Staff College, but also participation in an American Culture Information Program for which special lectures, trips and social activities are scheduled throughout the academic year. Background on students nominated under this program must be submitted to the College by 1 July for the succeeding academic year which begins in August.

- Civilian, U.S. Federal Government employee nominations are to be processed by the nominating agency's training office with a letter providing background information on the individuals forwarded to the Director, Command and Staff College, for final review and approval. Nomination letters must be received by 1 March for the succeeding academic year which begins in August.

All inquiries regarding admission should be directed to:

Director, Command and Staff College  
Marine Corps University  
2076 South Street  
Quantico, Virginia 22134-5068  
Phone: (703) 784-1069 or (703) 784-1120 (Admin Office)  
FAX: (703) 784-2628  
**[www.mcu.usmc.mil/csc](http://www.mcu.usmc.mil/csc)**

The 2006 Graduation Ceremony included 193 graduates from the Command and Staff College. In addition to the Marine Corps, students came from the other military services, U.S. government agencies and 26 different countries.





# Expeditionary Warfare School

The Expeditionary Warfare School (EWS) is a primary-level professional military education school. EWS prepares captains to function as commanders and staff officers at the appropriate level of the operating forces by providing instructional emphasis on command and control, combined arms operations, warfighting skills, tactical decision making, MAGTF operations, and naval expeditionary operations. EWS emerged in the 2002-2003 academic year as the result of the merging of the Amphibious Warfare School (AWS) and the Command and Control Systems Course (CCSC). The EWS program of instruction (POI) is based on the core competencies of the Training and Education Command (TECOM) training and education continuum. These competencies include warfighting, MAGTF operations, naval operations, and expeditionary operations

## MISSION

The mission of EWS is to provide Marine captains primary-level professional military education and to oversee their professional military training in command and control, MAGTF operations ashore, and naval expeditionary operations in order to enable them to command or serve as primary staff officers in their MOS, to integrate resident capabilities within their element of the MAGTF, to integrate their element within the MAGTF, and to understand the functioning of other elements of the MAGTF.

## GOALS FOR THE GRADUATES

- Plan and execute command and control of the MAGTF at the tactical level.
- Integrate the capabilities of each element of the MAGTF at the tactical level.
- Plan and execute Naval Expeditionary Operations within a specific element of the MAGTF at the tactical level..
- Lead subordinates within a framework of ethical values.
- Integrate the war fighting functions, principles of war, maneuver warfare doctrine and cultural factors, while fighting as a MAGTF at the tactical level.
- Express ideas in a clear and well-reasoned manner that is the product of rigorous and disciplined thought.
- Command or operate as a staff officer within a specific MOS and element of the MAGTF.



## **EDUCATIONAL OBJECTIVES**

Instruction at the Expeditionary Warfare School challenges students to think critically and provides them with doctrinal precepts, augmented with the exchange of practical experiences, and reinforced with extensive practical exercises. The majority of the instruction occurs in the conference group, which consists of 14 to 16 captains of various military occupational specialties, mentored by a seasoned major, who acts as a faculty advisor. Throughout the course, the faculty advisor (FACAD) guides the learning process; monitors/evaluates student progress and challenges students to broaden their education and professional competence.

## **CURRICULUM**

The EWS program of instruction (POI) is divided into five major segments, which are composed of multiple sub-courses. The core courses, which consist of command and control, MAGTF ops ashore, and naval expeditionary operations, are presented in a sequential building block manner. The remaining major courses are interwoven throughout the curriculum and serve to augment and/or reinforce the entire curriculum.

**Command and Control.** Command and control is the initial course of instruction in the EWS POI. In this module, the student is introduced and instructed in command and control theory and doctrine and introduced to the doctrinal decision-making process. Additionally, enduring principles, such as the theory and nature of war, are discussed in the context of the warfighting functions and maneuver warfare.

The command and control course of instruction begins with the introduction of warfighting. The subsequent sub-courses within Command and Control include the following: command and control theory and doctrine, the Marine Corps Planning Process (MCP), information management (IM), and command and control systems. The method of instruction includes a combination of assigned readings from doctrinal publications: Marine Corps doctrinal publications – (MCDP), Marine Corps warfighting publications – (MCWP), Marine Corps reference publications (MCRP), and joint publications; and self-paced texts (SPTs), interactive media instruction (IMI), lectures, seminars, discussions, tactical decision exercises, and practical exercises. Course requirements include participation in seminar and practical exercise, a short answer test at the conclusion of the warfighting sub-course, and a two-part practical application test at the conclusion of the Marine Corps Planning Process sub-course.

At the conclusion of the command and control portion of the curriculum, the student should possess both breadth and depth in comprehending the nature of war, the warfighting functions, and maneuver warfare. Also, the student should be grounded in the art and science of command and control and information management as they relate to an operations center, planning, and the commander's decision-making process. In addition, the student should possess a thorough understanding of the doctrinal application of MCP.



**MAGTF Operations Ashore.** MAGTF Operations Ashore is the second major segment of instruction and centers on instructing the student in the doctrinal employment of the MAGTF. This phase introduces the major elements of the MAGTF and the enduring concepts, such as the single-battle concept, task organization, combined arms, and integration generic to all sized MAGTFs. Each sub-course of MAGTF operations culminates with a

practical exercise (PE).

This portion of the curriculum builds on the foundations of command and control, warfighting, and MCPP and explores the resources, doctrinal concepts, and warfighting capabilities associated with each element of the MAGTF, first as an element itself, then as part of a task-organized, synergistic MAGTF: The aviation combat element (ACE), the ground combat element (GCE), and the combat service support element (CSSE). The fifth sub-course is information operations (IO). The course also provides detailed instruction on the integration of the MAGTF's major subordinate commands within combined arms offensive, defensive, and support operations. Common themes throughout the MAGTF operations ashore segment are the single-battle and combined arms concepts, information management, and information operations. The method of instruction includes a combination of assigned readings from doctrinal publications, the use of self-paced texts (SPTs), interactive media instruction (IMI), lectures, seminars, discussions, tactical decision exercises, and practical exercises. Course requirements include quizzes at the conclusion of each sub-course, evaluation of performance during major practical exercises, and a final comprehensive essay test.

Within MAGTF Operations Ashore is the Current Operations package. The purpose of this course is to focus the student's education on issues that surface in the current operating environment, such as stability and security operations (SASO) and counterinsurgency (COIN). In addition, the SASO and MOOTW sub-courses emphasize the enduring nature of the doctrinal themes. The method of instruction includes a combination of assigned readings from doctrinal publications, lectures, seminars, discussions, and practical exercises.

At the conclusion of MAGTF operations ashore, the student should possess a deep understanding of the capabilities and limitations of the MAGTF elements. Ultimately, this knowledge should contribute to the student's ability to integrate the elements to create a synergistic effect.

**Naval Expeditionary Operations.** The third major segment of the EWS POI is naval expeditionary operations. Building upon the knowledge acquired from the previous two courses of instruction, this portion of the curriculum addresses the role of the Marine Corps as part of a larger naval operation. This includes the MAGTF in amphibious operations, maritime prepositioned force (MPF) operations, and joint operations.

The naval expeditionary operations course of instruction continues to build on the previous warfighting and MAGTF operations Ashore curricula in order to develop

proficiency in Marine Corps core competencies: expeditionary readiness, MAGTF combined-arms operations, expeditionary operations, sea-based operations and forcible entry from the sea. The method of instruction includes a combination of assigned readings from doctrinal publications, the use of self-paced texts (SPTs), interactive media instruction (IMI), lectures, seminars, discussions, tactical decision exercises, and practical exercises. Course requirements include an acceptable standard of performance during major practical exercises and four short answer quizzes embedded throughout the sub-courses and a capstone exercise. The naval expeditionary operations course of instruction contains five sub-courses: Expeditionary Operations Foundations, Amphibious Planning, Marine Expeditionary Unit (Special Operations Capable) or MEU (SOC) Operations, Maritime Pre-Position Force (MPF) Operations and Force Deployment Planning and Execution (FDP&E) instruction.

At the conclusion of this course, the student should possess a comprehensive understanding of naval and amphibious operations. Furthermore, the student should be capable of planning and executing naval expeditionary operations.

**Professional Studies.** Professional studies, the fourth major segment in the curriculum, consists of the following sub-courses: Leadership & Ethics, Communications, and Cultural Factors. These sub-courses are interwoven throughout the syllabus and have a dual nature as stand alone periods of instruction and to reinforce other portions of the curriculum.

***Leadership and Ethics.*** The goal of this sub-course is to develop the student's ability to design a strategy for developing leadership in subordinates. Additionally, it is designed to inspire the student to lead within a framework of ethical values. Throughout the academic year the program demonstrates the challenges of leadership across the spectrum of conflict. Course requirements include the development and (oral) presentation of a leadership strategy for subordinates.

***Communications.*** The goal of the Communication program is to prepare students to communicate effectively in their occupational roles – initially as commanders and, subsequently, as staff and executive officers. To this end, this course of instruction focuses on developing critical thinking skills in concert with effective oral and written forms of communication. Although this course exists primarily to support other portions of the curriculum, such as written requirements in the command and control and MAGTF operations ashore segments, students are also required to submit a terminal (argumentative) contemporary issues research paper.

***Cultural Factors.*** This sub-course is designed to provide the student with a better understanding of how cultural factors affect military operations. This portion of the curriculum contains periods of instruction on generic cultural issues, region-specific cultural factors, and a language lab. The lab allows the students to enhance their understanding of a specific culture through language study.

**Occupational Field Expansion Course (OFEC).** This fifth major portion of instruction is divided into two sessions, one in the fall and one in the spring. The fall OFEC session is 3 weeks in length and focuses on improving the student's depth of knowledge within his MOS and, more importantly, on elevating or broadening his knowledge within his respective element of the MAGTF to that expected of a captain. The spring OFEC session is 5 weeks in length and concentrates on further developing the student's MOS proficiency with continued specific education and the introduction of practical application. However, and in contrast to the fall OFEC, the spring OFEC focuses to a greater extent on practical application through various field exercises and simulation exercises. The purpose of which is to prepare the student to command and/or to operate as a staff officer within his MOS and element of the MAGTF.

### **Capstone Exercise**

The culminating exercises of the EWS program incorporate all learning objectives of the academic year into two large-scale, computer assisted exercises: an amphibious forcible entry, and the deployment of a maritime prepositioning force. These exercises include the use of collaborative tools and C2 systems resident in the MAGTF.

### **International Military Student Program**

EWS promotes a comprehensive program designed to familiarize the IMOs with U.S. culture and society, including its political processes, educational systems, and Constitution. A two-week orientation course, which is not part of the academic program, precedes the resident EWS course, and includes a vestibule English language component.

### **Marine Corps Issues**

A series of classes and discussions covering command responsibilities, techniques, administrative procedures, legal considerations and family preparedness issues is provided to equip company-grade officers for successful company/battery level command. Instruction also includes supply, training management, and maintenance instruction elements.

## **STUDENT EVALUATION**

The Expeditionary Warfare School evaluates student performance through both objective and subjective instruments. The institution's evaluation program serves two purposes: it evaluates the student's understanding of the material presented and provides information relative to the quality of the EWS educational experience.

**Policy:** The school ensures subjective testing instruments evaluate each educational objective. Instructors use evaluations to counsel regularly students on their process and to make appropriate revisions to instructional materials.

**Standard Evaluation Instruments:** Student performance is evaluated on a 100-point system with a minimum score of a 75 necessary to complete graded requirements successfully and to graduate.

(1) Communications Program. (Evaluated by both the Faculty Advisor and the Communication program instructors). Students are evaluated by their faculty advisors

and the communication instructors for their ability to express themselves effectively in both oral and written communications. Communications are evaluated in terms of content, critical thinking, organization, format/delivery, grammar & mechanics, and word choice.

(2) Marked Requirements. There are various marked requirements during the academic year. They consist of a series of subjective questions requiring narrative answers or a graphic portrayal of solutions on worksheets, maps or overlays.

(3) Non-Standard Evaluations. Non-standard evaluation of student performance is based on the judgment of the evaluator who provides both the student and the appropriate faculty advisor with a narrative summary of observations on the Student Performance Report form. Non-standard evaluations will be provided on a student's:

- Contribution as a seminar member.
- Performance in the occupational field expansion course (OFEC).
- Performance during practical application exercises, wargames, and simulations.

**Unsatisfactory Grades.** The retest of those students who fail to attain a passing grade in a particular subject area is the responsibility of the primary instructor. The primary instructor ensures that appropriate remedial instruction, direction, and guidance are provided. Students who cannot attain a passing grade in a remedial evolution are referred to the Chief Instructor and the Deputy Director. The Deputy Director convenes a student performance evaluation board (SPEB) to consider the matter and make recommendations to the Director regarding disposition of student referrals.

**Fitness Reports.** Fitness reports on all USMC students are prepared at the end of the school year by faculty advisors and reviewed by the division heads in accordance with the current edition of MCO P1610.7. (The reports do not contain any comments with respect to class standing, since such statistics are not maintained.) Reports on other service students are submitted on the forms required by their respective services. In the case of international military students, a report of successful completion of the course is prepared for transmittal to each student's country.

## **STUDENT BODY**

All students are captains or other service equivalents. Attendance at the school is based upon selection after careful screening of records by service manpower assignment departments.

School seat quotas are based on allocations granted by the Commandant of the Marine Corps, the joint/multinational education criteria of the Officer Professional Military Education Policy Document for other U. S. military students, and the Department of Defense and Department of State agreements on foreign military student education exchange programs.

Quotas for admission to the EWS are currently distributed as follows:

U.S. Marine Corps Officers	190
U.S. Navy	3
U.S. Army & Army National Guard Officers	21
U.S. Air Force Officers & Air National Guard	6
International Military Officers	20
Civilians, U.S. Federal Government	<u>0</u>
TOTAL	240

## **ADMISSIONS POLICY**

The EWS Admissions Policy supports the mission and purpose of the School and reflects the needs of the United States Marine Corps and the educational criteria of the Chairman of the Joint Chiefs of Staff's Officer Professional Military Education Policy appropriate for Company Grade Officers. Invitation, nomination, and admission to the school vary by student type — U.S. military officers are admitted through their services' selection/assignment processes and international officers are admitted through an invitational nomination/approval process.

All inquiries regarding admission should be directed to:

Expeditionary Warfare School  
Marine Corps University  
2077 Geiger Road  
Quantico, Virginia 22134-5068  
Phone: (703) 784-1864/2536 (Administrative Office)  
FAX: (703) 784-2582  
[www.mcu.usmc.mil/ews](http://www.mcu.usmc.mil/ews)



# Enlisted Professional Military Education

## MISSION

The Enlisted Professional Military Education branch provides progressive educational opportunities to improve leadership, critical thinking capability, and sound tactical skills for enlisted Marines throughout their careers. Our goal is to provide our enlisted leaders current operational information while continuing to emphasize the Marine Corps' time-honored traditions in order to maximize the enlisted leader's ability to contribute to the warfighting capabilities of their units and provide the best leadership to our younger Marines. Our approach utilizes formal resident courses as well as distant education programs.

## EDUCATIONAL OBJECTIVES

- Provide an environment conducive to academic and experiential learning facilitated by the best-trained faculty and staff possible.
- Provide the student with the highest quality education, geared towards tactical thinking, leadership, and mentoring directly linked to the current and next higher grade.
- Enable students to analyze the demands of the operating environment through the study of past battles and conflicts by applying the lessons learned with observation to the current tactics and strategies used for operations today.
- Improve student communication skills through a variety of academic, practical, and performance applications facilitated by civilian and military faculty.
- Continue to develop curricula to support current and future Marine Corps Doctrine.

## EDUCATIONAL PHILOSOPHY

PME is designed to foster continual professional development of Marines. The focus of PME is to develop professional competence in leadership and warfighting skills at every operational level across the spectrum of operations.

## CURRICULUM

### The Sergeants Course

**Prerequisites.** Nominees must be in full-duty status, possess the required uniforms, and meet Marine Corps fitness and body composition standards. Marines must have the minimum of one year's obligated service upon completion of the Sergeant's Course. Completion of the Sergeants Distance Education Program (8000 or 8010 MCI series) is required prior to attendance for the resident course

The course content focuses on enhancing the leadership qualities to discharge the duties and responsibilities of a Marine sergeant. The Sergeants Course curriculum focuses on leadership and squad level activities to enhance operational and warfighting capabilities of the Marine sergeant. The course is administered six times a year for Marines in the regular component and twice per year for the Marine Force Reserves. The course is comprised of 33 training days for the regular component and, 12 training days for the reserve component. Each class covers a variety of academic subjects facilitated by civilian and military instructors, as well as guest lectures. The Sergeants Course culminates with a field exercise and a student-led mess night. The course contains the following content areas:

- Organization of the Marine Corps
- Leadership and Counseling
- Military Training - Drill, Techniques of Military Instruction, Physical Training, Uniforms, Customs and Courtesies
- Unit Training Management
- Weapons Employment
- Warfighting Skills and Tactics

## **The Career Course**

**Prerequisites.** Nominees must be in full-duty status, possess all required uniforms, and meet Marine Corps fitness and body composition standards. Marines must have the minimum of one year's obligated service upon completion of the Career course. The Career Course Distance Education Program (7100 or 8100 MCI series) is required prior to attendance of the resident course.

The course goal is to provide professional military education for staff sergeants, or staff sergeant selectees. The course curriculum focuses on enhancing leadership competencies required to discharge the duties and responsibilities of a staff noncommissioned officer in the Marine Corps. The end-state is accomplished by addressing core knowledge, skills, and abilities to support operational and warfighting excellence. The course is administered six times a year for Marines in the regular component and once per year for the Marine Force Reserve. The curriculum consists of 33 training days for the regular component and 12 training days for the reserve component. Each class covers a variety of academic subjects facilitated by civilian and military instructors, as well as guest lectures. The Career Course culminates with a field exercise and a student-led Mess Night or Dining Out. The course contains the following content areas:

- Military Training - Company Drill, Public Speaking, Physical Training, Uniforms, Administration, Mentors in Violence Prevention
- Leadership and Counseling
- Weapons Employment
- Warfighting Skills and Tactics
- Tactical Communications
- Effective Written Communications
- Military Justice – Law of Warfare, Lawful Search & Seizure, Preliminary Preliminary Inquiries



## **The Advanced Course**

**Prerequisites.** Nominees must be gunnery sergeants or gunnery sergeant selectees. Nominees must be in full-duty status, possess the required uniforms, and meet Marine Corps fitness and body composition standards. Marines must have a minimum of one year's obligated service upon completion of the Advanced Course. The Advanced Course Distance Education Program (7200 or 8200 MCI series) is required prior to acceptance for attendance of the resident course.

The Advanced Course curriculum focuses on leadership, warfighting skills, command staff functions, and effective communications. The student is provided with insight on the amplified responsibilities of the Marine gunnery sergeant on subordinate leaders, Marines, operations, and command climate. The course is administered six times a year for Marines in the regular component and once per year for the Marine Force Reserve. The curriculum consists of 33 training days for the regular component and 12 training days for the reserve component. Each class covers a variety of academic subjects facilitated by civilian and military instructors, as well as guest lectures. The Advanced Course culminates with a combat operation center exercise and a professional dinner. The course contains the following content areas:

- Leadership and Counseling
- Effective Communications and Military Briefs
- Military Training - Drill, Ceremonies, Administration, Physical Training Management, Military Justice
- Unit Training Management
- Supporting Arms and Tactics
- Maneuver Warfare and Battle Studies
- Combat Service Support
- Command Post Operations and Rear Area Security

Students conduct site-specific battle studies.

## **STUDENT EVALUATION**

The SNCOA emphasizes high academic standards comparable to those used at commissioned officer schools. All students' must maintain a grade point average of 80% or risk academic expulsion. Students are evaluated through a combination of comprehensive examinations and performance evaluations.

## **STUDENT BODY**

The student body consists of enlisted Marines in the ranks of sergeant through gunnery sergeant across the spectrum of Marine Corps military occupational specialties.

## **ORGANIZATION**

The Enlisted Professional Military Education Curriculum Branch located at Marine Corps University is responsible for developing and managing the curriculum content of the:

1. Command sponsored Corporals Course
2. Sergeants Course

3. Career Course
4. Advanced Course

Additionally, the Enlisted PME Curriculum Branch assists and facilitates the:

1. First Sergeants Course
2. First Sergeant/Master Sergeant Regional Seminars via regional SNCO Academies
3. Russell Leadership Conference

**Contact Information:**

**Director of Enlisted Professional Military Education**

DSN 278-3515                      Commercial (703) 784-3515

**Deputy Director of Enlisted Professional Military Education**

DSN 378-4834                      Commercial (703) 432-4832

**Enlisted PME Curriculum Branch**

DSN 278-4018/19                  Commercial (703) 784-4018/19

Fax (703) 784-1150                      (703) 784-2548

<b>Global Points of Contact</b>	<b>DSN</b>	<b>Commercial</b>
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**Staff Noncommissioned Officer Academy, Quantico, VA**

Director	278-2875	703-784-3138
Deputy Director	278-2875	703-784-3246
Academic Chief	278-6503	703-784-6503

**Staff Noncommissioned Officer Academy, Camp Lejeune, NC**

Director	752-0301	910-449-0301
Deputy Director	752-0301	910-449-0301
Academic Chief	752-0302	910-449-0302

**Staff Noncommissioned Officer Academy, Camp Pendleton, CA**

Director	365-4077	760-725-4077
Deputy Director	365-4590	760-725-4590
Academic Chief	361-0217	760-763-0217

**Staff Noncommissioned Officer Academy, 29 Palms, CA**

Director	230-6265	760-830-6265
Academic Chief	230-6260	760-830-6260

**Staff Noncommissioned Officer Academy, MCB, Hawaii**

Director	457-2600	808-257-2600
Deputy Director	457-1338	808-257-1338
Academic Chief	457-9932	808-257-9932

**Staff Noncommissioned Officer Academy, Okinawa, Japan**

Director	315-623-4912	011816117234912
Deputy Director	315-623-4970	011816117234970
Academic Chief	315-623-4916	011816117234916

[www.mcu.usmc.mil/sncoa/index.cfm](http://www.mcu.usmc.mil/sncoa/index.cfm)



# The School of MAGTF Logistics

## **Mission**

The School of MAGTF Logistics (SOML) develops, delivers, and evaluates logistics education for the Marine Corps, and manages the logistics education continuum in order to increase the combat effectiveness of Marine Corps operating forces, Marine Forces Reserve, the supporting establishment, and Headquarters Marine Corps.

## **Educational Objectives**

To provide professional military education for Marine Corps logisticians to prepare them for a wide range of key logistics leadership, executive, and staff positions within the Marine Corps and the Department of Defense logistics community. The logistics courses managed by SOML provide education for the full spectrum of logistics from tactical and operational to strategic, both within the Marine Corps, and in a joint, interagency, and multinational environment.

## **Curriculum**

The following courses are managed by SOML: Tactical Logistics Operations Course (TLOC), Advanced Logistics Operations Course (ALOC), and Marine Corps Logistics Education Program (MCLEP). Additionally, SOML coordinates Marine Corps quotas for the following programs: Logistics and Technology (LOGTECH) Executive, Advanced, and MBA Program, the Joint Course on Logistics (JCL), and the Multinational Logistics Course (MNC). The courses cover the broad spectrum of tactical, operational, and strategic level logistics curriculum.

## **Tactical Logistics Operations Course (TLOC)**

TLOC is a two-week course that provides career-level logistics education to prepare Marine Corps officers (WO-CWO3, 1stLt, Capt), Staff Noncommissioned Officers (GySgt), and civilian logisticians (GS09-12), for logistics command and staff duties within the Marine Corps and the Department of Defense. The course focus is on tactical-level logistics operations in order to prepare logisticians to assume active roles within the Marine Air Ground Task Force (MAGTF). The course is conducted in Quantico, VA.

The course provides tactical-level logistics curriculum that includes doctrine, Tactics, Techniques, and Procedures (TTP) from MAGTF operations, logistics modernization, emerging concepts, and application of the Marine Corps Planning Process with a logistics emphasis. The course fosters critical thinking and exchange of ideas regarding Marine Corps tactical-level logistics issues, concepts, and doctrine between students, faculty, and guest speakers. Experts from throughout the Marine

Corps, the Department of Defense, and the private sector present classroom instruction.

The intent of the curriculum is to broaden student understanding of tactical-level logistics in the Marine Corps. It also provides a conceptual framework for the understanding and practice of effective tactical-level logistics; educates students in the relationships between, and complexities associated with the tactical, operational, and strategic levels of logistics; practical application of Marine Corps logistics doctrine to build a flexible and largely self-sufficient battlefield Combat Service Support system; and assess the logistics core capabilities necessary to generate, deploy, and sustain Marine units

### **Advanced Logistics Operations Course (ALOC)**

ALOC is a three-week course that provides intermediate logistics education to prepare Marine Corps officers (LtCol, Maj, CWO3-CWO5), Staff Noncommissioned Officers (MSgt, MGySgt), and civilian logisticians (GS13-15), for logistics command and staff duties within the Marine Corps and the Department of Defense. The course focus is on operational and strategic level logistics operations in order to prepare logisticians to assume active roles within the MAGTF, at a Marine component command, or in the joint, interagency, and multinational environment. The course is conducted in Quantico, VA.

The curriculum requires each student to have an established foundation in tactical-level logistics, and can recognize the tactical, operational, and strategic levels of logistics function as a coordinated whole. In this regard, the course places emphasis on how the Marine Expeditionary Force conducts tactical-level logistics, interfaces with operational-level logistics units, and how joint staffs and Services address strategic logistics issues. Subject matter experts are drawn from the Marine Corps, other services, and the Department of Defense, to present classroom instruction.

The intent of the curriculum is to broaden student understanding of operational level logistics and the relationships to tactical and strategic logistics elements. It also provides a conceptual framework for the understanding and practice of effective logistics; educates students in the relationships between, and complexities associated with the strategic, operational, and tactical levels of logistics; applies the Marine Corps Planning Process for logisticians to build a logistics system; and assesses the logistics core capabilities necessary to generate, deploy, and sustain a MAGTF.

### **Marine Corps Logistics Education Program (MCLEP)**

MCLEP is offered in a two-week resident course and a one-week non-resident course, both which provide intermediate logistics education to prepare Marine Corps officers (LtCol, Maj, CWO3-CWO5), Staff Noncommissioned Officers (GySgt - MGySgt), and civilian logisticians (GS13-15) for logistics command and staff duties within the Marine Corps and the Department of Defense.

MCLEP is coordinated between SOML, Headquarters Marine Corps, and a civilian academic institution to study and evaluate proven and emerging commercial and military supply chain management concepts and practices in order to facilitate Marine Corps Logistics Modernization, and to increase the effectiveness of Marine Corps and Department of Defense logisticians.

## **Logistics and Technology (LOGTECH)**

The primary mission of the Center of Excellence in Logistics and Technology (LOGTECH) is to leverage global best practices and explore leading-edge logistics technologies to prepare logisticians for advances that will drive logistics and supporting technologies in the future. LOGTECH achieves this mission through a series of integrated and sustained opportunities for exchanges between the military, private sector and academic logistics communities with one-week executive level logistics courses that takes place at Chapel Hill, North Carolina,. The LOGTECH Executive program is for General Officers and Senior Executive Service (SES) (O-6 by exception). The LOGTECH Advanced program is for Major through Colonel, and GS 13-15.

LOGTECH also offers a funded non-resident MBA program for Marine and civilian logisticians. It is a custom designed program for emerging military and private sector leaders who seek to further develop their general business and logistics expertise. Nominations are solicited annually, and potential applicants should review the requirements at [www.logtech.unc.edu](http://www.logtech.unc.edu).

## **Joint Logistics Education**

SOML also coordinates logistics courses with other services. Specifically, SOML manages the quotas and funding for the two-week Joint Course on Logistics conducted at the U.S. Army Logistics Management College (ALMC), Fort Lee, Virginia. Students should be mid-level managers, active duty and reserve component military (O4-O5), warrant officers (CWO3-5), senior noncommissioned officers (E8-9), and civilian (GS-12 through GS/GM 14) that require joint logistics knowledge. Due to the intended scope of this course, attendees should be enrolled or already completed Joint Professional Military Education (JPME I).

Additionally, SOML coordinates quotas for the two-week Multinational Logistics Course at Ft Lee, Virginia. This program is for active or reserve military (Maj-LtCol), or civilians GS 12-14. Priority must go to those assigned to or enroute to a position that requires multinational logistics knowledge.

## **Organization and Admissions**

All inquiries regarding admission should be directed to:

Director, School of MAGTF Logistics  
Marine Corps University  
2076 South Street  
Quantico, Virginia 22134-5068  
Phone: (703) 784-6839, (703) 784-5860, or (703) 784-5861 (DSN prefix is 278)  
FAX: 703-784-6842

SOML website: [www.mcu.usmc.mil/SOML/default.htm](http://www.mcu.usmc.mil/SOML/default.htm)

# COMPENDIUM OF AWARDS

## **Marine Corps University**

### **The Elihu Rose Faculty Award**

The Rose Award for teaching excellence honors the best teacher among the faculty of the Marine Corps University's schools. All University candidates receive an appropriate certificate that reflects teaching excellence for their efforts at their respective schools. The Marine Corps University Foundation (MCUF) sponsors this award in honor of its founder, Dr. Elihu Rose.

## **Marine Corps War College**

### **Distinguished Graduate Program**

The Marine Corps War College's Distinguished Graduate Program is designed to recognize superior achievement and encourage the highest degree of excellence. At the end of the academic year, the Marine Corps War College faculty selects the top two officers in the class, based upon an evaluation of leadership qualities and superior academic performance, with emphasis on academic performance. These officers are recognized during the graduation ceremony, awarded a cash prize from the Marine Corps University Foundation, and their official records are appropriately annotated.

### **Faculty Writing Award**

The faculty Writing Award is presented to the Marine Corps War College student whose research paper is determined to be most suitable for publication in a professional journal for that academic year. All Marine Corps War College student research papers are considered for this award.

## **Command and Staff College**

### **The Colonel Franklin Brooke Nihart Award**

Presented in honor of Colonel Franklin Brooke Nihart, U. S. Marine Corps, Retired, by his family and the Marine Corps University Foundation to the student who writes the best Master of Military Studies paper. Award: \$600 check and a framed certificate.

### **The Colonel Bevan G. Cass Awards**

Presented in honor of Colonel Bevan G. Cass, USMC, by the Marine Corps Association to the students whose papers are determined to be the best on a topic concerned with the profession of arms bearing directly on the Marine Corps. Awards: First place, \$600 check and a certificate; second place, \$400 check and a certificate.

## **Command and Staff College (continued)**

### **The Lieutenant General John A. Lejeune Award**

Presented in memory of Lieutenant General John A. Lejeune, U.S. Marine Corps, Thirteenth Commandant of the Marine Corps by the Marine Corps League to the student whose paper is determined to be the best paper on a military topic. Award: \$500 check and plaque.

### **The Lieutenant General Edward W. Snedeker Award**

Presented in honor of Lieutenant General Edward W. Snedeker, U. S. Marine Corps, Retired, by the Armed Forces Communication and Electronics Association Educational Fund to the student whose paper is determined to be the best on a topic related to command and control, communications, information systems or intelligence and suitable for publication in a professional journal. Award: engraved desk clock.

### **Intelligence Writing Award**

Established by the Central Intelligence Agency's (CIA), Office of Military Affairs in 1996, this award is presented to the student whose paper on intelligence or an intelligence-related topic is judged to be most outstanding. Award: engraved medallion.

### **The Brigadier A. W. Hammett Award**

Presented in memory of Brigadier A. W. "Tony" Hammett, AM, Royal Australian Regiment, by the members of his U. S. Marine Corps Command and Staff College Class of 1975-76 to the International Military Student whose paper is considered most outstanding on a subject of value to the individual student's country. Award: engraved clock.

## **School of Advanced Warfighting**

### **The Clifton B. Cates Award**

Presented in honor of General Clifton B. Cates, U.S. Marine Corps, the 19th Commandant of the Marine Corps, by the Navy League to the two SAW students whose sustained demonstration of problem-solving capabilities far exceed their military experience and are considered most outstanding as exhibited by written assignments, participation in practical exercises, and in the exchange of ideas. First place presented with an engraved watch; second place, a \$100 savings bond.

## **Expeditionary Warfare School**

### **Honors Program**

Recognizes the top graduate of the course. Additionally, up to 10% of the student body may receive recognition as a member of the Commanding General's Honor Roll. The top students from the specialties representing Ground Combat Arms, Aviation, Combat Service Support, the Supporting Establishment and the top international military officer, respectively, are also recognized. Selection to all awards is by an honor's board. The writing program has an award



that includes cash honorariums for papers judged by the Marine Corps Association, and the Naval Institute Proceedings to be the most meritorious.

## **Staff Noncommissioned Officers Academy**

### **Honor Graduate**

The top ten percent of each class is placed on the President's Honor Roll. The honor graduates of the Sergeants and Career Courses and the Advanced Course receive a Noncommissioned Officer Sword. The Marine Corps Association provides this award.

### **Gung Ho Award**

The students from each class nominate one of their own for this award. Nominations are based on who showed the most motivation and esprit-de-corps throughout the course. The Marine Corps Reserve Fleet Association presents this award.

### **Sergeant Major of the Marine Corps Writing Award**

Each course has a writing requirement with the top essay for the Sergeant's Course, Credo for the Career Course, and Professional Article for the Advanced Course receiving a certificate from the Marine Corps Association.

### **Sergeant Major of the Marine Corps Annual Writing Award**

Each course submits the top essay for the Sergeant's Course, Credo for the Career Course, and Professional Article for the Advanced Course to the Enlisted Professional Military Education Branch. The Enlisted professional Military Education Branch convenes a board to determine the top piece for each course. The winners will receive a monetary prize and certificate from the Marine Corps Association.

# Commanders' Program

## MISSION

To provide prospective commanding officers information and a course of instruction to enhance their performance as commanders. The course is issue-focused and provides information on current USMC policies and programs. The program includes a Spouses Workshop that is designed to provide the commanders spouses information on the programs and support assets available to them as well as enhance the skills necessary to assist them in their role. The Spouses Workshop focuses on issues likely to arise in connection with command responsibilities and provides information on maintaining the communication links between the command, families, community, and service providers.

## CURRICULUM

The Commanders' Program is eight days in length and consists of a series of presentations given by the various Deputy Commandants of the Marine Corps and HQMC program directors, MSTP Senior Mentors, small group leadership discussions, a General Officer Leadership Symposium, Safety and ORM overviews, and Level III Anti-Terrorism and Force Protection training. The Spouses' Workshop is four days in length and includes presentations on Communications, Conflict Resolution, Speaking with the Media, Tragedy Assistance Program, Personal and Family Readiness, Family Team Building, KVN, Relationships with Enlisted Spouses, Time and Stress Management, and the Social Side of Command.

Training and Education Command is the executive agent and Marine Corps University hosts the program semiannually in the spring and fall.

[www.mcu.usmc.mil/commanders/commanders.htm](http://www.mcu.usmc.mil/commanders/commanders.htm)

# Senior Leader Development Program

The Senior Leader Development Program enables General Officers and Senior Executive Service personnel to continue their professional growth and better prepare them for the issues and challenges associated with current and future assignments. The diagram below illustrates the framework for educational forum at different grades.

## SLDP Framework

Core Courses	Brigadier General <sup>1</sup>	Major General <sup>1</sup>	Lieutenant General <sup>1</sup>	General <sup>1</sup>
	BG Select Orientation Conference (BGSOC)  GO Warfighting Program  CAPSTONE / APEX	Joint Flag Officer Warfighting Course (JFOWC)	Executive Off-Sites	
			Leadership at the Peak	
			Pinnacle	
		Executive Business Course		
Strategic Leadership Seminar (SLS) in Conjunction with GOS/EOS Sessions				
Complementary	Joint Force Air Component <sup>2</sup> Commander (JFACC) Course	Program For Senior Executives in National & International Security (Harvard University)		
	Combined Force Air Component <sup>2</sup> Commander (CFACC) Course	Senior Info Warfare Applications Course (SIWAC)		
	Joint Force Land Component Commander (JFLCC) Course			
	LOGTECH Executive Course			
	National Security Leadership Course (Syracuse University)			
	National Security Decision Making Seminar (Syracuse University)			
	Georgetown Leadership Seminar			
	Aspen Institute Executive Seminar			

1 – SES equivalents apply

2 - Aviation general officers will take either JFACC or CFACC as a core course.

[www.mcu.usmc.mil/sldp](http://www.mcu.usmc.mil/sldp)



## International Programs

The International Military Student Support Office (IMSO) at Marine Corps University coordinates support for all international students at Marine Corps Combat Development Command in Quantico. Each year, approximately 75 international students from 50 allied nations are supported.

The International Military Students arrive at the University up to one month prior to the start of the regular courses. This early arrival includes an orientation to the Quantico area, tours the University, an introduction to personal computers/e-mail systems, and an orientation to the use of Marine Corps Base Quantico's base services. Additional classes provide the student a foundation in U.S. history, politics, government, and human rights.

Volunteers from among the U. S. classmates sponsor the international students while they attend the University. These military sponsors provide assistance to the student and their families as they arrive into the Quantico area and then throughout the academic year. Sponsors are often true "lifesavers" as they help their international classmates adapt to U.S. life, culture, and the academic rigor of the University. Additionally, local Rotary Clubs volunteer to sponsor international students throughout the academic year to provide them a civilian perspective on life in the U.S.

Organized social activities for the international students generally break down into one of six categories: official college or base functions, informal class parties, conference group parties, Informational Program activities, civilian sponsor activities, and IMS informal parties. Official College and Base functions include the Autumn Reception, hosted by the MCU President, the Marine Corps Birthday Ball in early November, the Farewell Reception, which is also hosted by the MCU President, Mess Nights, and, in the spring, Graduation. Parties include the initial class picnics, the MCU Splashdown Party, a Halloween Party, a Christmas Party, assorted Sports Days, and a Graduation Picnic. Informational Program activities include visits to national parks and local area monuments, luncheons with guest speakers and faculty, an evening at the Kennedy Center, the Prince William County Holiday Party, trips to the Pentagon, Capitol Hill, Supreme Court, and trips to various state and local governments. Civilian Sponsor Activities include the Belmont Reception and the Spring Family Picnic. Additionally, a non-profit International Officers' Wives' Club has been in existence at Quantico since 1969 to promote interactions and support amongst the international students' spouses.

Nations wishing to send students to Marine Corps University should make application, through their office of defense cooperation, to the U.S. Department of State and the Department of Defense. Invitations are issued each year to fill the limited seats available on a case-by-case basis.

International Military Students Office  
Telephone (703) 784-3156 or 3157



## General Alfred M. Gray Marine Corps Research Center

The Vice-President of Instructional and Research Support (VP-IRS) of the Marine Corps University is responsible to the President, MCU for fiscal management and administration for the provision of learning resources in support of Marine Corps professional military education and life long learning programs. The VP-IRS is dual-hatted as the Director of the Gray Research Center (GRC), which houses the Library of the Marine Corps as well a conference center and the VP- IRS administrative office. The mission of VP-IRS is to support the study and teaching of expeditionary warfare in a joint and/or coalition environment at all levels throughout the Marine Corps by providing comprehensive storage, organization, retrieval, and access to tactical, operational, and strategic warfighting as well as international relations information. The VP-IRS also provides state-of-the-art instructional support for on-site and distance education students of the MCU via classroom instructional technology, internet and intranet access to curriculum and research support resources, as well as coordinating scheduling and use of the Gray Research Center's facilities. VP-IRS resources provide worldwide patrons with ready access to an extensive collection of monographs and journals, historically significant official and personal archival documents, products of current scholarly research, and operational lessons learned in order to support their professional military education and to stimulate the development and implementation of concepts, doctrine, tactics, techniques, and procedures.

The Library of the Marine Corps, housed in the GRC on the MCU main campus, consists of 4 branches:

The **James Carson Breckinridge Academic Library Branch** is the premier academic library within the Marine Corps. Its collections include approximately 140, 000 books, 130,000 microforms, over 200 paper journal subscriptions, and access to thousands of journals, serials, news sources, and gray literature through a variety of electronic and digital databases. While the emphasis is on Marine Corps history and expeditionary warfare, all aspects of military arts and sciences and military history are covered in depth, with additional coverage or ancillary subject areas such as history, international relations, regional and area studies, geography, political and social sciences, and technology. The library provides a complete range of reference, bibliographic, research and loan services to students, faculty, and staff of the MCU as well as to Marines and independent scholars worldwide.

The **Archives and Special Collections Branch** collects, arranges, describes, maintains, and provides access to record copies of Marine Corps Action/After Action/Combat Reports and Unit Command Chronologies and Command Historical Summary Files as well as non-record copies of valuable Marine Corps operational and administrative records, in a variety of digital and non-digital formats, including but not limited to: USMC official publications, oral histories, curriculum files, photos, videos, etc. The Archives also collects, arranges, describes, catalogs, maintains and provides access to special collections of historical value to the students faculty and researchers of MCU, the Marine Corps and other historical researchers including, but not limited to: records deemed by NARA not to have permanent value but which have historical and evidentiary value to the USMC, donated personal papers and manuscript collections of the Commandants and Marines from all ranks and time periods, oral histories, memoirs, rare books, maps, audiovisual and other specialized subject and/or format based collections, both digital and non-digital. All of these resources are available to students either on-site in the Archives or in digital format on the Web. Among the collections available in the Archives and Special Collections are:

- The Historical Amphibious File --- chronicles the development of amphibious doctrine (available on the web)
- WWI and WWII Operational Orders and Reports
- Inter-War Exercise Collection
- The USMC Korean & Vietnam War Collections
- Advanced Base Problems
- USMC Tables of Organization and Equipment
- Command & Staff, MCWAR, SAW, and EWS Research Papers (available on the web)

The **Virtual Library Branch** is a newly established branch and is largely invisible to the public. Its charter is to create and maintain a digital nexus among the collections and resources of the other branches of the LMC. It provides technical oversight and management of all matters relating to the recommendation, purchase, licensing and use of software applications, leased and/or purchased digital information resources and the systems used to organize, catalog and provide access to the Library's collections (*Horizon/Corinthian*, the Library Management System and *TRIM*, the Archives' Electronic Document Management System). The Virtual Library ensures the effective delivery of digital information and research resources to the MCU campus and broader community of students, staff, and researchers throughout the University and the Marine Corps on the open Internet as well as through appropriate portals, intranets, extranets or other delivery methods. It continually updates and improves information and research support through evaluating new technologies and concepts for organizing and providing access to digital information and electronic resources as well as evaluating and recommending new digital information and research resources of value to the MCU and the USMC. The Virtual Library will develop and maintain a focused dynamic and useful web presence and ensure that the Library's web site is responsive to the broad spectrum

of Library of Marine Corps users. Presently the LMC web pages highlights include a Regions of Interest page, Faculty publications page, links to the MECC Libraries and their resources as well as links to the publications of the Joint Staff and sister services.

**The Quantico Base Library Branch** is a recreational, educational and informational reading library used by military (active and retired), military family members, and civilians employed by tenants and activities of the Base. It supports off duty education and is particularly focused on supporting the children of Base occupants and the international students, their spouses, and children who attend the various colleges and schools of the MCU. Although the Quantico Library is under the operational control of the MCU, funding for the library's collections and programs is supported by Marine Corps Base Quantico.

All of these branches work together to provide coordinated support and assistance to the students, faculty, staff, and their families of the MCU colleges and schools.



*The Alfred M. Gray Research Center*





# History Division

## MISSION

The mission of the History Division is to write, document and track the history of the Marine Corps across the entire spectrum of time. Historians collect documents and accounts of permanent value to the history of the Corps, preserve them for future use, and distribute the history of the Corps through publications, papers and other programs, in order preserve history, aid combat and non-combat decision making, support PME, motivate Marines, and inform the American public.

## WRITING SECTION

The Writing Section preserves and presents Marine Corps history through a variety of written products including monographs, articles, and conference presentations. Present research includes background work on official Marine Corps histories covering Desert Shield, Desert Storm and the Frigate Navy. Works in progress are histories of 3<sup>rd</sup> MAW in Operation Iraqi Freedom and operations of the Marine Reserves from 11 September 2001 until late 2003.

## REFERENCE SECTION

The Reference Section holds extensive topical working files that cover five primary areas of interest to Marine Corps history. The topics are: specific subject, biographical, unit, geographic area and photographs. Through these files, the section tracks the creation of Marine Corps history and annually answers upwards of 8500 questions from a wide customer base ranging from members of congress and the Commandant's office to young citizens writing about Marine Corps events. One major task is researching and verifying events to properly credit unit and command participation in different exercises and campaigns leading to an updated Unit Honors and Linage Certificate. This program keeps a running record of all reported participation in exercises and campaigns and awards the units with the proper campaign streamers and a Linage and Honors Certificate. In the Commemorative Naming program, the section researches Marine Corps history to ensure that Marine Corps buildings, facilities and streets are named for deserving Marines. The section's files contain a large number of unit diary and morning reports, a robust collection of photographs and the casualty cards from WWII, Korea and Vietnam. The section's files are available to researchers and MCU students for research and writing projects.



## **ORAL HISTORY SECTION**

The Oral History Section conducts, transcribes and in some cases binds the oral history interviews of selected Marines. Oral History must differentiate between Marines who have a great story to tell from those Marines whose stories provide illuminating insight and background into every phase of a campaign, operation, or separate combat action, which have potential for future use to set policy, standards or doctrine. The section also gathers career interviews on those Marines who shaped the setting of policy, doctrine or had a deciding affect on the Marine Corps as a whole.

## **EDITING AND DESIGN**

The Editing and Design section prepares historical manuscripts for publication by providing a number of services, including: final editorial checks for spelling, punctuation and style; overall consistency, accuracy and clarity of expression; adherence to division and Marine Corps policy; and design and page layout of the publication. The section also produces illustrations for historical texts, including specialized map illustrations, photographs and drawings. Publications produced by the Editing and Design section include official historical monographs, pamphlets and occasional papers. In addition to its involvement in the division's official history publications, the section is the editorial office for *Fortitudine*, the Corps' quarterly historical program bulletin. Publications are generally printed and bound at professional, outside printing facilities in full color. Editing and Design is the division's direct link to the headquarters' ARDE section and the Government Printing Office. The section also produces a variety of printed products for in-house use and has produced multimedia deliverables for distribution on CD-ROM. Until recently, the section designed, created and maintained the History and Museums Division web site.

## **FIELD HISTORY SECTION**

The Field History Section is a unique Individual Mobilization Augmentee Detachment. Its members, trained field historians, deploy to the field and record history as it happens. Historians deploy with the major combat commands and concentrate on spending as much time as possible with the units in contact with the enemy. During combat operations for Operation Enduring Freedom and Operation Iraqi Freedom, the detachment deployed 11 Marine historians and two combat artists to the various operational theaters, including the Horn of Africa.

The primary mission is to collect oral history interviews from a wide variety of Marines; from those executing the plan to the planner, with the aim of capturing all operational aspects from all command levels. The field historian also collects written plans, orders, maps, overlays and the operational message traffic. On occasion, the historians collect three-dimensional artifacts. Equipped with digital recorders and cameras, laptops with access to fax lines, the emphasis is on getting the collected material back to the rear as soon as possible so that processing can begin in a timely fashion with the information quickly ready to use. Presently, the section has two historians deployed in theater, on six-month rotations and two more standing by.

# The National Museum of the Marine Corps

## Mission

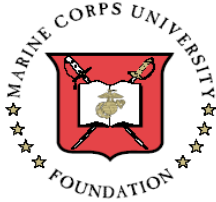
The National Museum of the Marine Corps preserves the history of the U.S. Marine Corps by collecting and preserving in perpetuity artifacts that reflect the history of the Corps; by interpreting these artifacts in exhibitions for the public; by contributing to educational programs; by conducting collections-based research; and by supporting the recruitment, education, and retention of Marine Corps personnel. Collections stewardship responsibilities are divided among four broad categories: ordnance, uniforms and heraldry, aviation, and art.

The Museum's activities are centrally managed from Quantico Marine Corps Base in northern Virginia, where a new public facility is under construction and scheduled to open in November 2006. The 60,000 objects in the National Collection are on display and in storage at multiple locations at Quantico and throughout the country on loan to other organizations. Command Museums are also located at Camp Pendleton, Recruit Depots at San Diego and Parris Island, and Marine Corps Air Station Miramar, which reflect the unique interests and objectives of those facilities.

The new National Museum building near Quantico is being constructed in phases, with the first phase to include approximately 120,000 square feet. Immersive exhibits will put visitors in the footsteps of Marines in battles from the pages of history. Aircraft, tanks, and other vehicles will be prominently displayed. Period uniforms, weapons, medals, flags, and other artifacts will help visitors trace the history of the Corps from 1775 to the present. Funding for the construction and exhibitions is being provided through a partnership with the Marine Corps Heritage Foundation. Future phases will add a large-format theater and more exhibition space to the flagship building. Also planned as part of this "heritage center" is a hotel and conference center, collections management buildings, a chapel, hiking trails, and a memorial walk way.



The National Museum of the Marine Corps is scheduled to open on 10 November 2006.



# MARINE CORPS UNIVERSITY FOUNDATION

Incorporated June 25, 1980, as a 501(c)(3) nonprofit organization, the Command and Staff College Foundation was established to enhance and enrich the professional military education and leadership of Marines at the Command and Staff College when government funding was not available. To better reflect the Foundation's mission, the name was changed to the Marine Corps University Foundation on November 10, 1996. Today the Foundation supports all the schools that comprise that Marine Corps University at Quantico, Virginia and extends to include support for command professional military education, reading programs, and battlefield studies in the Operating Forces and the supporting establishment.

As the Marine Corps looks to the future, the Commandant has emphasized professional military education as an essential element of follow-on training for all Marines. He has placed the requirement to meet the Corps' educational and leadership needs squarely on the Marine Corps University. The University continues to prepare students to meet the challenges of present and future operational environments and ensures the Corps maintains its elite status among the world's fighting forces. In 2005, the Marine Corps University received more than \$809,915. In support of academic chairs, symposiums, seminars, guest speakers, staff rides, battlefield studies, and student and faculty research from the Marine Corps University Foundation. Command Support extended to the Operating Forces and the supporting establishment exceeded \$90,500.

Listed below are examples of the academic chairs and educational programs the Foundation supports:

*The Major General Matthew C. Horner Chair of Military Theory*  
*The Brigadier General H.L. Oppenheimer Chair of Warfighting Strategy*  
*The Guy P. Wyser-Pratte Chair of French Studies*  
*The General Robert H. Barrow Distinguished Chair of Military Studies*  
*The Donald Bren Chair of Ethics and Leadership*  
*The Donald Bren Chair of Innovation and Transformation*  
*The Kim T. Adamson Chair of Insurgency and Terrorism*  
*The Expeditionary Warfare School Command and Control Systems Symposium*  
*The Marine Corps Command and Staff College Media and the Military Symposium*  
*The Sergeant Walter K. Singleton Distinguished Lecture Series*  
*The General Graves B. Erskine Distinguished Lecture Series*

The Board of Trustees, which is made up of distinguished leaders from business, education, and the military, directs the activities of the Foundation. The

Chief Executive Officer and the Foundation Staff are located at the Foundation office at Quantico. For more information about the Marine Corps University Foundation contact:

Marine Corps University Foundation, Inc.  
P.O. Box 122  
Quantico, VA 22134-0122  
Telephone: (703) 640-6835  
Toll Free (888) 368-5341  
[www.mcuf.org](http://www.mcuf.org)



# Marine Corps University Foundation

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# THE GENERAL GRAVES B. ERSKINE DISTINGUISHED LECTURE SERIES

The General Graves B. Erskine Distinguished Lecture Series was established by the Marine Corps University in February 1984 in honor of the late Gen. Graves B. Erskine. The purpose of the lecture series is to broaden the social, political and cultural view of students attending various academic programs at MCU. The Marine Corps University Foundation sponsors the Erskine Lecture Series among other events. Recent speakers include:

## 2005

September 14, 2005

### **Ambassador David Passage**

Minister-Counselor, Retired U. S. Foreign Service Officer  
“America in the Brave New World”

## 2004

September 17, 2004

### **General James L. Jones, Jr., USMC**

Command U.S. European Command and Supreme Allied Commander, Europe  
“The Military Challenges of Tomorrow: Moving Beyond Being Joint”

## 2003

April 24, 2003]

### **Mr. George F. Will**

Columnist, Television Personality, and Pulitzer Prize Winner  
“Public Affairs and Public Policy in American Society”

September 9, 2003

### **Lieutenant General J. P. Kiszely, MC.**

Commander Regional Forces, Headquarters Land Command, British Army  
“Coalition Operations: A British View ”

## 2002

April 10, 2002

### **General Peter Pace, USMC**

Vice Chairman of the Joint Chiefs of Staff  
“The War on Global Terrorism”

September 11, 2002

### **General Anthony C. Zinni, USMC (Ret)**

Special Envoy to the Middle East  
“Prospects for Arab-Israeli Peace: Personal Reflections”

## **2001**

April 3, 2001

**Mr. James Carville**

Political Consultant

“James Carville Looks at American Politics”

October 23, 2001

**The Honorable Sandra Day O’Connor**

Associate Justice, The Supreme Court of the United States

“Reflections”

## **2000**

April 4, 2000

**The Honorable Richard C. Holbrooke**

United States Ambassador to the United Nations

“United States- United Nations Relations”

October 19, 2000

**Mr. Robert A. Lutz**

Chairman and CEO, Exide Corporation

“Strong Companies for a Strong Country”

## **1999**

January 28, 1999

**The Honorable Douglas B. Peterson**

United States Ambassador to the Socialist Republic of Vietnam

“Vietnam- Yesterday, Today, and in the Next Century”

April 28, 1999

**The Honorable Richard Danzig**

Secretary of the Navy

“The Role of the United States Naval Forces in the Next Millennium”

## **1998**

February 23, 1998

**General Henry H. Shelton, USA**

Chairman of the Joints Chiefs of Staff

“Warfighting in the 21st Century”

March 12, 1998

**Dr. Henry A. Kissinger**

Former Secretary of State

“Force and Diplomacy in the 21st Century: A Global Perspective”

November 12, 1998 - San Diego, California

**Mr. George Will**

Renowned Editorialist, Commentator, and Author

“The Gap Between Military and Civilian Culture”

## 1997

January 16, 1997

**The Honorable George H. W. Bush**

41st President of the United States

“Preserving Core Values and Institutional Excellence: The Challenge of the 21st Century”

November 19, 1997

**Congressman Ike Skelton**

Representative, Fourth District, Missouri

“Quadrennial Defense Review—Right Strategy; Wrong Budget”

## 1996

January 30, 1996

**Dr. Donald Kagan**

Hillhouse Professor of History and Classics at Yale University

“History, the Social Sciences and the Clutch Hitting of Ted Williams”

March 7, 1996

**General Sir Michael Rose**

Adjutant General of the British Army

Former Commander, UN Protection Force Bosnia-Herzegovina Command

“Bosnia- A Commander’s Perspective”

October 15, 1996

**Reverend Theodore M. Hesburgh, C.S.C.**

President Emeritus, Notre Dame University

“Preserving Core Values and Institutional Excellence: The Challenge of the 21st Century”

## 1995

April 20, 1995

**The Honorable Madeleine K. Albright**

United States Ambassador to the United Nations

“U.N. Missions for U.S. Forces: The Challenges Ahead”

September 14, 1995

**The Honorable Robert H. Pelletreau, Jr.**

Assistant Secretary of State For Near Eastern Affairs

“Protecting U.S. Interests in the Middle East”